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2001/2002

Stanly Community College



General Catalog
2001 – 2002

Thirty Years of Service to the Community

1971 - 2001

Stanly Community College

141 College Drive
Albemarle, NC 28001

General Catalog

2001 – 2002

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Volume 20

The College

Stanly Community College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award associate degrees.

Stanly Community College is an equal opportunity educational institution and employer. The College does not practice or condone discrimination in any form against students, employees, or applicants on the grounds of race, color, national origin, religion, sex, age, or disability consistent with the Assurance of Compliance with Title VI and VII of the Civil Rights Act of 1964, Executive Order 11246, Title IX of the Education Amendments of 1973, the Rehabilitation Act of 1973, and the Americans With Disabilities Act of 1992.

**AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION INSTITUTION
A UNIT OF THE NORTH CAROLINA COMMUNITY COLLEGE SYSTEM**

The Catalog

The purpose of the catalog is to furnish prospective students and other interested persons with information about Stanly Community College and its programs. Information contained in this catalog is subject to change without notice and may not be regarded as binding on the institution or the state. Efforts will be made to keep changes to a minimum; but changes in policy, graduation requirements, fees and other charges, curriculum, course structure and content, and other such matters as directed by the North Carolina Community College System or by the local Board of Trustees may occur after publication.

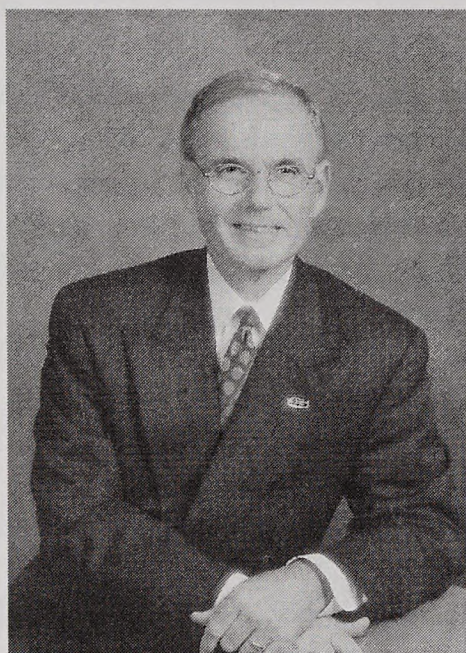
Catalog Cover

The cover photograph was taken by Daniel E. Wray, Stanly Community College instructor.

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From the President . . .



This year Stanly Community College marks a milepost in its history—observing the 30th anniversary of the founding of the College. Some 30 years ago folks in Stanly County had the foresight to realize that post-secondary education was a very important ingredient in any recipe for this county collectively and its citizens individually to grow and prosper.

Today, some 30 years from that date, Stanly Community College still offers first and foremost to those who consider enrolling with us that same ingredient for success—opportunity. I hope as you review this catalog and think about making Stanly Community College a part of your educational future you will consider that our outstanding record of achievement during our history adds up to a great opportunity in your future.

Over those years the College has developed exceptionally strong curricula in a number of professions, all of which offer you great career options. Whether it is the health care industry, cutting-edge information technology, the helping professions, or others, Stanly Community College has a number of exciting career choices for you to consider.

I know that you may have many educational options available at this point. After all, North Carolina is blessed with outstanding community colleges and university system. So why select SCC? I believe what we offer at SCC is more than strong academic programs with a great faculty and staff. A visit to SCC will prove that the students we teach are even more important than what we teach.

Our students and the opportunities we offer them are what we are all about. I hope you will consider allowing our faculty and staff to make those opportunities available to you.

Warmest regards,

A handwritten signature in black ink that reads "Michael R. Taylor". The signature is fluid and cursive, with a long horizontal flourish at the end.

Michael R. Taylor, President

Student Profiles . . .

Thirty Years of Service



From left to right: Teresa Rushing, Beth Goodman, and Nolan Wilder

From the 1970s, Nolan Wilder

When I left the military in 1970, Stanly Community College was a wonderful opportunity for me. My wife and I had recently married, and the College presented me with a convenient and affordable way to further my education and prepare for a career. Best of all, the College's flexible scheduling of classes allowed me to work while attending school.

Gene Whitley, my Autobody instructor, was an excellent teacher. He gave his students the benefit of his vast experience and was always willing to spend extra time with anyone who needed it. Mr. Whitley helped instill in all of us a sense of pride in our work and our profession.

I have worked in autobody repair for over twenty-five years, and I continue to enjoy going to work each day. I am most grateful for the education I received at SCC because the College opened doors for me that otherwise would have remained closed.

From the 1980s, Beth Goodman

As the Advertising Director for the Stanly News and Press, I use the skills I gained at SCC every day. My marketing and accounting courses provided me with an invaluable introduction to the real world. My instructors were not only subject matter experts; they also emphasized the practical application of the knowledge I gained.

What impressed me most about SCC was the caring and helpful attitude of the College's staff and faculty. They were genuinely interested in me as an individual and in helping me reach my goals. I heartily recommend SCC to anyone who has a desire to learn and to improve their lives.

From the 1990s, Teresa Rushing

In the summer of 1994 I lost my job when a local industry closed forever. Quite simply, I was devastated. Fortunately, Stanly Community College was there to assist me. The support staff helped me explore my options, set goals, and select the appropriate program of study for me. That fall I entered the Early Childhood program, and upon completion transferred to Pfeiffer University where I received a bachelor's degree in May 2000. Today I teach math at Albemarle Middle School.

My experience at SCC was wonderful. The faculty are the greatest, and I was very well prepared academically when I transferred. The citizens of Stanly County are very fortunate to have such a valuable resource available for them.

ACADEMIC CALENDAR 2001–2002

SUMMER SESSION 2001

May 17–18 (Thursday–Friday)	Summer session registration
May 21 (Monday)	Classes begin
May 22 (Tuesday)	Last day to change schedule (Drop/Add)
May 25 (Friday)	Last day to request partial tuition refund
July 2–6 (Monday–Friday)	Summer break (no classes)
July 13 (Friday)	Last day to drop a course with “W” grade
July 17–18 (Tuesday–Wednesday)	Preadvisement/preregistration for fall semester
July 27 (Friday)	Last day of classes

FALL SEMESTER 2001

August 6 (Monday)	New student orientation
August 8–10 (Wednesday–Friday)	Fall semester registration
August 13–14 (Monday–Tuesday)	Registration continues
August 15 (Wednesday)	Classes begin
August 17 (Friday)	Last day to change schedule (Drop/Add)
August 27 (Monday)	Last day to request partial tuition refund
September 3 (Monday)	Labor Day holiday (no classes)
September 26 (Wednesday)	Fall Fest
October 8–9 (Monday–Tuesday)	Fall break (no classes)
November 22–23 (Thursday–Friday)	Thanksgiving holidays (no classes)
November 26–28 (Monday–Wednesday)	Preadvisement/preregistration for spring semester
November 27 (Tuesday)	Last day to drop a course with a “W” grade
December 11 (Tuesday)	Last day of classes

SPRING SEMESTER 2002

January 3–4 (Thursday–Friday)	Spring semester registration
January 7 (Monday)	Registration continues
January 8 (Tuesday)	Classes begin
January 10 (Thursday)	Last day to change schedule (Drop/Add)
January 17 (Thursday)	Last day to request partial tuition refund
January 21 (Monday)	Martin Luther King Day (no classes)
March 20 (Wednesday)	Spring Fest
March 29 and April 1 (Friday and Monday)	Spring holiday (no classes)
April 2–5 (Tuesday–Friday)	Spring break (no classes; inclement weather make-up if necessary)
April 23–24 (Tuesday–Wednesday)	Preadvisement/preregistration for summer session
April 24 (Wednesday)	Last day to drop a course with “W” grade
May 8 (Wednesday)	Last day of classes
May 9–10 (Thursday–Friday)	Inclement weather make-up (if necessary)
May 12 (Sunday)	Graduation

SUMMER SESSION 2002

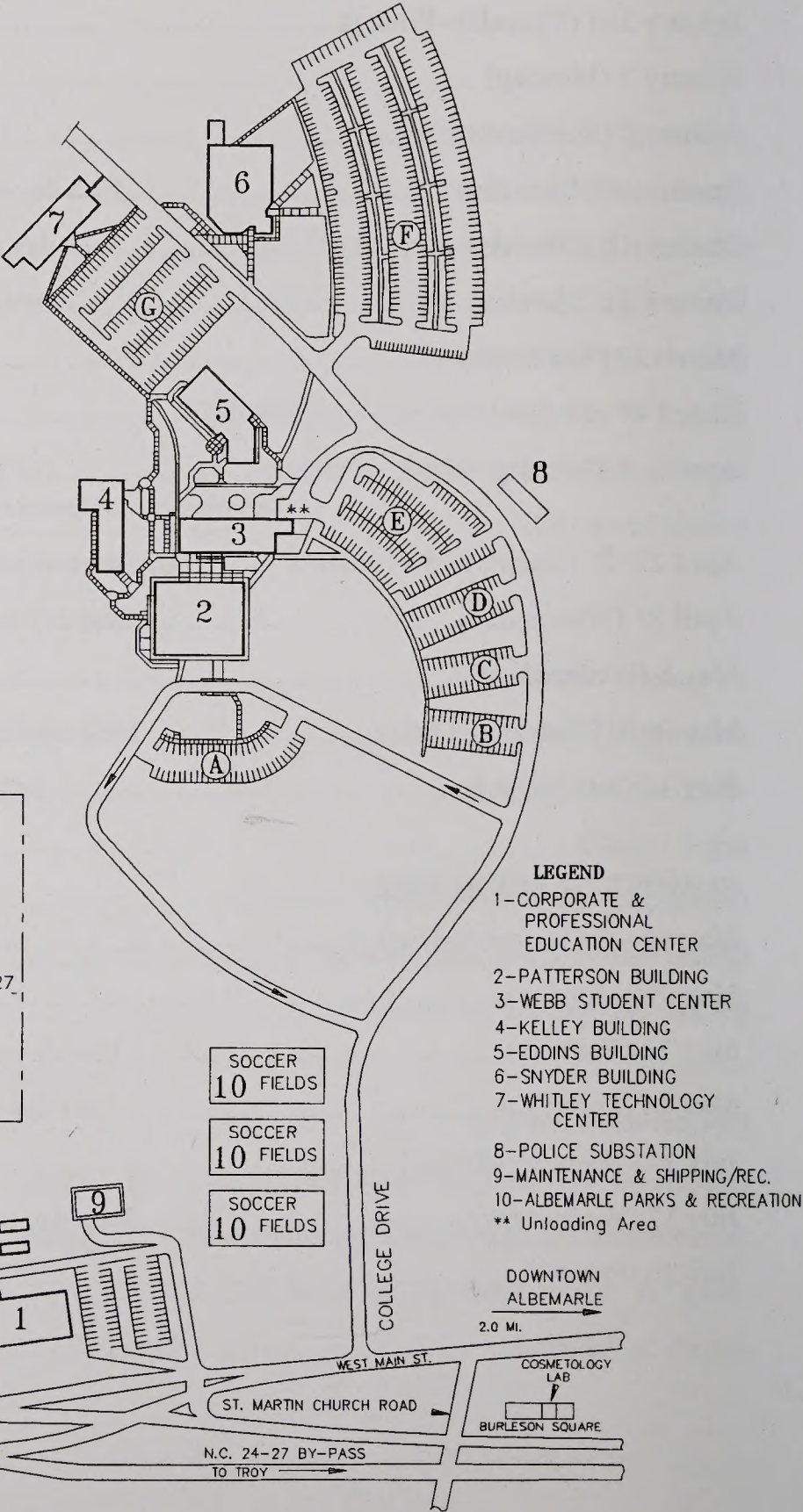
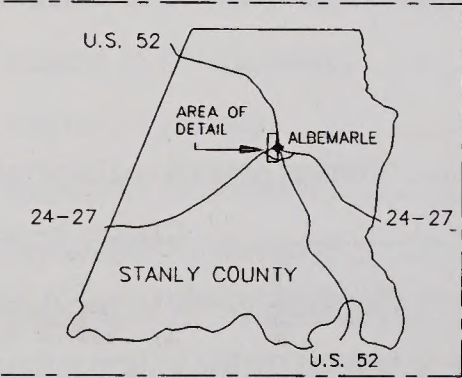
May 16–17 (Thursday–Friday)	Summer session registration
May 20 (Monday)	Classes begin
May 21 (Tuesday)	Last day to change schedule (Drop/Add)
May 24 (Friday)	Last day to request partial tuition refund
July 1–5 (Monday–Friday)	Summer break (no classes)
July 17 (Wednesday)	Last day to drop a course with “W” grade
July 26 (Friday)	Last day of classes

Campus Map

Dennis Auditorium is located in the upper level of the Kelley Building

Dennis Community Room is located in the upper level of the Patterson Building

Leorning Resources Center is located in the lower level of the Snyder Building



General Information

COLLEGE HISTORY

Stanly Community College was established in July 1971 and officially opened in December of that year in temporary headquarters that were previously occupied by South Albemarle High School. A faculty of eight taught classes in Auto Mechanics, Air Conditioning and Refrigeration, Secretarial Science, Industrial Management, Brick Masonry, and Business. In five months the school grew from 31 students to almost 400.

In September 1974 a formal groundbreaking ceremony was held, and in October of 1975 the Academic/Administration Building (now the Patterson Building) and the Vocational Shop Building were completed. The Vocational Building, which has been renovated, now houses the student rec room, cafeteria, and bookstore. In the fall of 1998 it was renamed the Webb Student Center in honor of Dr. H. T. Webb, a long-time College trustee. The Kelley Building—named for Annie Ruth Kelley, first chairperson of the Board of Trustees—was completed and occupied in October 1981. The Industrial Training Center, which was built in 1960 by Kinlaw International, was purchased by the Stanly Community College Foundation in July 1981. This facility, which is now known as the Corporate and Professional Education Center, presently houses Autobody, Welding, and Industrial Maintenance Technology programs, the Division of Corporate and Professional Education, and the CTC Small Business Development Center.

In 1987 a new two-story classroom/lab building was completed to house the College's extensive allied health programs. The next building on campus to be built was a much needed library/classroom facility. Completed in early 1996, the 27,000-square-foot building houses SCC's library and TV studio facilities on the first floor and seven classrooms and the College's North Carolina Information Highway Center on the second floor.

These buildings now bear the names of two Albemarle residents who are long-time College supporters. The Allied Health Building was renamed the Eddins Building in honor of Dr. George E. Eddins, Jr. The Learning Resources Center/Classroom Building was named the Snyder Building in honor of Edward J. Snyder, Jr., former member of the Board of Trustees and former member of the North Carolina State Board of Community Colleges.

The newest building on campus was finished in early 1999 and named the Whitley Technology Center in honor of Elbert L. Whitley, Jr., a member of the SCC Board of Trustees since 1977 and chairman since 1983. This 10,000-square-foot facility is home to six state-of-the-art computer labs that allow the College to offer the latest technology courses and programs to SCC students.

Today, the College represents a \$10,000,000-plus investment by citizens of Stanly County. Annually the College serves over 10,000 students in all types of programs including associate degree, diploma, certificate, general education, occupational training, and adult literacy. Since its inception, Stanly Community College has served approximately 225,000 students.

PURPOSE AND MISSION STATEMENT

As a twenty-first century college, Stanly Community College offers a learning-centered environment which fosters collaborative partnerships, enables life-long educational advancement, and contributes to the economic growth of the community by:

- ◆ Providing programs and instruction to prepare individuals for a competitive global marketplace and changing work force needs
- ◆ Providing educational tracks that enable students to transfer to other post-secondary institutions
- ◆ Providing technological leadership and training necessary to function in an information society
- ◆ Providing basic educational skills instruction to diverse populations
- ◆ Supporting economic growth and development by offering customized instruction and services that meet the needs of the community and the work force
- ◆ Coordinating articulation programs with public and private high schools as well as colleges and universities
- ◆ Providing opportunities for life-long learning to enhance personal, social, cultural, and intellectual development

As a part of the mission of Stanly Community College, the institution has a continuing concern for the welfare of each student and seeks to aid students in developing their abilities and talents by creating an environment of mutual respect that encourages excellence and a free exchange of ideas.

FACILITIES

Stanly Community College's main campus is located in Albemarle, North Carolina, on 140 acres of land on Highway 24/27 two miles west of downtown Albemarle. The main campus consists of the Patterson Building, Kelley Building, Eddins Building, Snyder Building, Whitley Technology Center, Webb Student Center, and Corporate and Professional Education Center.

ADMINISTRATIVE OFFICE HOURS

College offices are open Monday through Friday from 8 a.m. to 5 p.m. Evening personnel are on duty Monday through Thursday until 10 p.m.

The switchboard is in operation from 8 a.m. to 9 p.m. Monday through Thursday and from 8 a.m. to 5 p.m. on Friday.

CAMPUS VISITS

Stanly Community College welcomes visitors and prospective students to its campus. Individuals or groups interested in arranging guided tours of Stanly Community College are invited to call, write, or e-mail the Admissions Office.

For persons interested in enrolling at Stanly Community College, the Student Development Office, which is located on the first floor of the Patterson Building, is open from 7:30 a.m. until 7 p.m. Monday through Thursday and from 8 a.m. to 5 p.m. on Friday.

STUDENT RIGHT-TO-KNOW INFORMATION

Students who wish to know the average rate of persistence toward degree completion of students at Stanly Community College may inquire in the Student Development Office with the Admissions Secretary.

ACADEMIC YEAR

The school year is divided into two semesters and one summer session for all instructional activities. Calendars for instructional programs are published in this catalog.

CLASS SCHEDULE

Stanly Community College offers classes Monday through Thursday between the hours of 8 a.m. and 10 p.m. and on Friday until 5 p.m. Courses are also available on weekends and through distance education and alternative delivery.

The availability of curricula credit courses during both day and evening sessions allows working students the opportunity to select curriculum courses applicable to an associate degree, a diploma, or a certificate. After completion of appropriate admission procedures, any person may enroll for day, evening, or alternative delivery classes.

Noncredit courses, which are offered primarily for personal and community improvement, are also offered during day, evening, and weekend sessions.

Prior to the beginning of each term, schedules indicating types, locations, and times of classes to be offered are published by the College and also announced in local news media.

CURRICULUM AREAS OF STUDY

Degrees (two-year programs)

Students completing the requirements for the programs listed below are awarded the Associate in Arts degree, the Associate in Science degree, or the Associate in Applied Science degree. The Programs of Study section of this catalog includes program descriptions and course offerings. The Course Descriptions section lists courses alphabetically by course prefix.

Associate in Arts Degree

Associate in Science Degree

Associate in Applied Science Degree

Accounting
Associate Degree Nursing
Biomedical Equipment Technology
Business Administration
Computer Engineering Technology
Computer Programming
Cosmetology
Criminal Justice Technology
Early Childhood Associate
Early Childhood Associate/Teacher Associate Concentration
Electronics Engineering Technology
Human Services Technology
Information Systems
Information Systems/Network Administration and Support Concentration
Internet Technologies
Medical Assisting
Occupational Therapy Assistant
Respiratory Therapy

Diplomas (one-year programs)

Students completing the requirements for the programs listed below are awarded diplomas. The Programs of Study section of this catalog includes program descriptions and course offerings. The Course Descriptions section lists courses alphabetically by course prefix.

Accounting
Autobody Repair
Business Administration
Computer Programming
Cosmetology
Criminal Justice Technology
Early Childhood Associate
Early Childhood Associate/Teacher Associate Concentration
Electronics Engineering Technology
Human Services Technology
Industrial Maintenance Technology
Information Systems
Information Systems—Office Professional Track
Information Systems/Network Administration and Support Concentration
Internet Technologies
Medical Assisting

Certificates

Students completing the requirements for the programs listed below are awarded certificates. The Programs of Study section of this catalog includes program description and course offerings. The Course Descriptions section lists courses alphabetically by course prefix.

- Accounting
- Basic Law Enforcement Training
- Computer Engineering Technology
- Computer Programming/C++ Language Concentration
- Computer Programming/RPG Language Concentration
- Computer Programming/Visual BASIC Language Concentration
- Cosmetology
- Cosmetology Instructor
- Criminal Justice Technology—Corrections
- Criminal Justice Technology—Law Enforcement
- Early Childhood Associate
- Early Childhood Associate—Administration Advanced Certificate
- Early Childhood Associate/Teacher Associate Concentration
- Electronics Engineering Technology
- Esthetics Technology
- Human Services Technology—Gerontology
- Human Services Technology—Substance Abuse
- Industrial Maintenance Technology
- Industrial Management Technology
- Information Systems
- Information Systems—Multimedia
- Information Systems—Office Professional Track
- Information Systems/Network Administration and Support Concentration—CISCO Track
- Information Systems/Network Administration and Support Concentration—CWA CISCO Track
- Information Systems/Network Administration and Support Concentration—Microsoft Track
- Information Systems/Network Administration and Support Concentration—Novell Track
- Internet Technologies—Web Developer
- Internet Technologies—Web Server Administration
- Manicuring Instructor
- Medical Assisting

ACCREDITATION

Stanly Community College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award associate degrees. The College is approved by the North Carolina State Board of Nursing, the Committee on Accreditation for Respiratory Care, the American Association of Medical Assistants Curriculum Review Board in cooperation with the Commission on Accreditation of Allied Health Education Programs, the Accreditation Council for Occupational Therapy Education of the American Occupational Therapy Association, the Commission on Accreditation in Physical Therapy Education, and the National Accrediting Agency for Clinical Lab Sciences. The College is licensed by the North Carolina State Board of Cosmetic Art Examiners.

Admissions

GENERAL ADMISSIONS POLICY

As a member institution within the North Carolina Community College System, Stanly Community College practices an “open door” admissions policy. Any person who is eighteen years of age or older and who is able to benefit from educational offerings at Stanly Community College may enroll. Persons who are at least sixteen years of age may enroll provided proper authorization is obtained.

The open door policy does not mean that there are no restrictions with regard to enrollment in specific programs. Selected programs operate under enrollment capacity restrictions. In such programs, applicants may not be able to enroll on their desired start date if their chosen program of study is filled.

Applicants who are eighteen or older but who do not have a high school diploma may enroll in classes that will lead to a high school equivalency certificate or an Adult High School diploma. Other restrictions are imposed upon applicants who are required to complete developmental course work as ascertained by assessment tests. A decision regarding such restrictions is made on an individual basis by the Dean of Students or designee.

ADMISSION PROCEDURES: CURRICULUM PROGRAMS

1. Submit a properly completed Application for Admission to the Admissions Office at Stanly Community College. (An Application for Admission is provided as an insert at the end of this catalog. Applications may also be obtained from the Admissions Office.)
2. Request that high school (or GED or Adult High School) transcripts and all college, university, or other post-secondary educational transcripts be sent directly to the SCC Admissions Office.
3. Contact the SCC Admissions Office and arrange to take a placement (assessment) test. Applicants desiring assistance in preparing for placement testing may contact the Stanly Community College Student Success Center for review in reading, writing, and math skills. There is no charge for this service.

If an applicant for admission to a non-allied health program does not satisfy all admission requirements prior to his or her first semester of enrollment, the applicant may still enroll (on a space-available basis) as a conditionally accepted student. A student enrolled in a curriculum program must satisfy all admission requirements for that program within the first semester of enrollment in order to continue studies.

Students accepted into allied health programs are required to have a medical form completed by a physician. The medical forms are supplied by the Admissions Office at Stanly Community College. Applicants to allied health programs must complete all admission requirements as well as any required developmental course work prior to their first term of enrollment in their program.

Since some programs of study fill to capacity in advance of the fall semester start date, applicants are encouraged to apply for admission early and to complete all applicable admission requirements as soon as possible.

ADMISSION TO ASSOCIATE DEGREE (TWO-YEAR) PROGRAMS

1. Associate degree programs require the applicant to possess a high school diploma or the equivalent from a regionally accredited school. A GED certificate indicating a passing score or an Adult High School diploma is acceptable in lieu of a regular high school diploma. An applicant to an associate degree program must have an official copy of his or her high school transcript (or GED certificate if applicable) sent directly to the Admissions Office at Stanly Community College. A high school certification of completion is not acceptable for admission to an associate degree program.
2. An official transcript from each college, university, or other post-secondary institution attended by the applicant must be sent to the SCC Admissions Office. Official copies of transcripts are those on which an appropriate school official has placed his or her signature and mailed the transcript directly to the SCC Admissions Office.

Transcript request forms are available in the SCC Admissions Office and may be used by the applicant to request copies of his or her transcripts from other schools. The Admissions Office will assist the applicant in requesting his or her transcripts; however, it is the final responsibility of the applicant to insure that an official copy of each transcript is received in the SCC Admissions Office.

Although transcripts from colleges, universities, or other post-secondary institutions previously attended by the applicant may reflect no transferable credit toward the applicant's program of study at SCC, the applicant must provide the SCC Admissions Office with an official transcript copy from each institution attended.

3. Applicants seeking admission to associate degree programs must complete a placement (assessment) test. The test currently in use is the ASSET, which examines an applicant's skill level in writing, reading, and mathematics. The purpose in testing each associate degree applicant is to assess his or her academic readiness prior to entering a program of study. Results of the test are used in advising applicants in course and program selection. (See Admissions Testing Policy.)

Applicants to the Associate Degree Nursing and Medical Assisting programs must achieve minimum test scores on the placement test in order to be considered for acceptance. For information regarding minimum test scores, refer to the selected curriculum in the Programs of Study section of this catalog.

Applicants to allied health programs must complete additional admission requirements. For more information regarding these additional admission requirements, refer to the selected curriculum in the Programs of Study section of this catalog.

ADMISSION TO DIPLOMA (ONE-YEAR) PROGRAMS

1. Diploma programs require the applicant to possess a high school diploma or the equivalent from a regionally accredited school. A GED certificate indicating a passing score or an Adult High School diploma is acceptable in lieu of a regular high school diploma. An applicant to a diploma program must have an official copy of his or her high school transcript (or GED certificate if applicable) sent directly to the Admissions

Office at Stanly Community College. A high school certificate of completion is not acceptable for admission to a diploma program.

2. An official transcript from each college, university, or other post-secondary institution attended by the applicant must be sent to the SCC Admissions Office. Official copies of transcripts are those on which an appropriate school official has placed his or her signature and mailed the transcript directly to the SCC Admissions Office.

Transcript request forms are available in the SCC Admissions Office and may be used by the applicant to request copies of his or her transcripts from other schools. The Admissions Office will assist the applicant in requesting his or her transcripts; however, it is the final responsibility of the applicant to insure that an official copy of each transcript is received in the SCC Admissions Office.

Although transcripts from colleges, universities, or other post-secondary institutions previously attended by the applicant may reflect no transferable credit toward the applicant's program of study at SCC, the applicant must provide the SCC Admissions Office with an official transcript copy from each institution attended.

3. Applicants seeking admission to diploma programs must complete a placement (assessment) test. The test currently in use is the ASSET, which examines an applicant's skill level in writing, reading, and mathematics. The purpose in testing each diploma applicant is to assess his or her academic readiness prior to entering a program of study. Results of the test are used in advising applicants in course and program selection. (See Admissions Testing Policy.)

Applicants to the Medical Assisting diploma program must achieve minimum test scores in order to be considered for acceptance. For information regarding minimum test scores, refer to the selected curriculum in the Programs of Study section of this catalog.

Applicants to allied health programs in which a diploma is awarded must complete additional admission requirements. For more information regarding these additional admission requirements, refer to the selected curriculum in the Programs of Study section of this catalog.

ADMISSION TO CERTIFICATE PROGRAMS

1. Certificate programs require the applicant to possess a high school diploma or the equivalent from a regionally accredited school. A GED certificate indicating a passing score or an Adult High School diploma is acceptable in lieu of a regular high school diploma. An applicant to a certificate program must have an official copy of his or her high school transcript (or GED certificate if applicable) sent directly to the Admissions Office at Stanly Community College. A high school certificate of completion is not acceptable for admission to a certificate program.
2. Applicants to certificate programs who plan to receive Veterans' Educational Benefits must submit official transcripts from each post-secondary educational institution attended.
3. Applicants to selected certificate programs may be required to take a placement test. Contact the Admissions Office for further information.

SPECIAL CREDIT ADMISSIONS

The special credit classification is designed for those students who wish to enroll in a curriculum course (or courses) but not pursue a degree, diploma, or certificate. Special credit students must complete and submit an Application for Admission indicating "Special Credit" as their desired program of study. Students classified as special credit need not possess a high school diploma or submit transcripts of any kind. They may, however, be required to complete a placement (assessment) test depending upon the course(s) in which they intend to enroll. Decisions regarding placement testing of special credit students are made on an individual basis by the Dean of Students or designee.

The special credit classification may be retained indefinitely. If, however, a student classified as special credit appears to be working toward a degree, diploma, or certificate available at Stanly Community College, that student will need to change his or her enrollment classification from that of special credit to a specific program of study. Such change in enrollment status requires the student to complete all applicable admission requirements for the designated program of study.

If a special credit student decides to change his or her classification to that of a degree-, diploma-, or certificate-seeking student, the student must contact the Admissions Office or the Director of Records and Registrar and complete the necessary forms to reflect this change. The student must complete all applicable admission requirements for his or her new program of study.

A special credit student must maintain satisfactory academic progress in order to continue as a student. The guidelines for determining satisfactory progress for special credit students follow that of Associate in Applied Science degree and diploma programs. (See Satisfactory Academic Progress section of this catalog.)

Special credit students may not displace degree-, diploma-, or certificate-seeking students in classes with limited enrollment. Special credit students may be subject to administrative withdrawal and full refund of tuition and fees if class space is needed for degree-seeking students. Special credit students are not entitled to receive Title IV financial aid or Veterans' Educational Benefits. Special credit students are not permitted to enroll in courses with prefixes beginning with NUR, OTA, RCP, or MED. An exception is made for the following MED courses: 121, 122, and 134.

INTERNATIONAL STUDENT ADMISSIONS

Stanly Community College is authorized by the U.S. Immigration and Naturalization Service to admit foreign students who possess valid nonimmigrant documentation. In addition to the requirements listed in Admission Procedures: Curriculum Programs section above, international students must complete the following:

1. Provide evidence of proficiency in the English language. Stanly Community College currently requires that international students take the TOEFL exam (Test Of English as

Foreign Language) and achieve a minimum score of 450 (133 on computerized test). Test results must be sent directly to the Admissions Office at SCC.

2. All official transcripts sent to the Admissions Office must have English translations and equivalencies.
3. Submit to Stanly Community College written verification stating that adequate financial resources are available for school and living expenses while enrolled in curriculum classes at the College. Acceptable written verification includes but is not limited to an official bank letter or an Affidavit of Support. (An itemization of expenses for international students is available upon request through the Admissions Office at SCC.)

The applicant is issued a Form I-20 (Certificate of Eligibility) and a letter of acceptance upon satisfactory completion of all admission requirements listed above.

ADMISSION OF HIGH SCHOOL STUDENTS (DUAL ENROLLMENT)

High school students who are at least sixteen years of age may enroll in nondevelopmental curriculum courses at Stanly Community College under the dual enrollment agreement provided the student obtains written permission from the appropriate high school official. Before enrolling in a curriculum class, the high school student must obtain a Dual Enrollment form from the Admissions Office at Stanly Community College or from his or her high school guidance counselor's office. The form must be completed and signed by the high school principal or designee and submitted to the SCC Admissions Office at or before the time the student registers for class(es). Dual enrolled students may not displace adults. They may be admitted any semester on a space-available basis. Students enrolled under the dual enrollment agreement are expected to comply with all academic policies and regulations as set forth in the SCC general catalog.

High school students participating in the dual enrollment program are exempt from tuition for all nondevelopmental associate degree, diploma, and certificate courses at Stanly Community College. They must be concurrently enrolled at least half time at their high school and be progressing satisfactorily toward graduation. All other fees are payable.

READMISSION

Stanly Community College encourages all former students who left the College in good standing to enroll for additional study. However, readmission after withdrawal is not automatic. Students who have been out one term or longer should contact the Admissions Office so their files can be reactivated. Students who reenter the College after two continuous semester absences must do so under the current operating catalog.

Students requesting readmission to allied health programs should refer to the Programs of Study section of this catalog.

Former students desiring to reenter who were withdrawn for academic or disciplinary reasons must request admission through the Dean of Students.

ADMISSION APPEALS

The Dean of Students administers the admission and readmission policies. Individuals who wish to appeal an admission or a readmission decision may request the President of the College to hold a hearing to review such determination.

ADMISSIONS TESTING POLICY

Applicants for associate degree, diploma, and certain certificate programs must complete a placement (assessment) test.

The test used by Stanly Community College for placement testing is the ASSET. Test scores determine an applicant's academic readiness relative to the academic requirements of his or her program of study. If the applicant has taken the ASSET at another college, those scores may be transferred to SCC. Appropriate developmental course work is available beginning the first term of enrollment for those applicants whose test score(s) indicate deficiencies. The number of courses in which the applicant is allowed to enroll during the first term of enrollment may be limited if the applicant is required to take more than one developmental course. The decision regarding course enrollment limitations is made on an individual basis by the Dean of Students or designee.

Prior to taking the ASSET, applicants are encouraged to complete the Practice Placement Test available in the SCC Admissions Office. After completing the Practice Placement Test, an applicant may find it helpful to review some of the test subject matter before attempting the ASSET. Free tutorial services are available through the Student Success Center, which is located in the Patterson Building.

Selected programs within the Allied Health Division require that the applicant attain a minimum score in order to be considered for acceptance. Those programs requiring minimum scores are Associate Degree Nursing and Medical Assisting. For further information regarding minimum test scores, refer to the respective program of study in the Programs of Study section of this catalog.

Retesting is not permitted unless (1) it is determined by an admissions official that the first test scores are invalid or (2) an applicant to an allied health program was unsuccessful in achieving the required minimum score for his or her selected program of study. An allied health applicant who does not score the minimum required for entry into the selected program of study will have an opportunity to retest on the section(s) of the test not passed on the first attempt.

Before retesting, an allied health applicant must wait at least three months from his or her initial test date or provide evidence that additional academic preparation has been completed (if required by the SCC Admissions Office) since first attempting the placement test. If a passing grade is not achieved on the retest, an allied health applicant must wait twelve months from the initial test date before attempting the test a third time.

Applicants who have previously completed college-level English and mathematics courses may be exempt from placement testing. Such exemptions are subject to approval by the Director of Admissions and are made for students entering non-allied health programs only.

Persons with disabilities may request special accommodation for placement testing. Official documentation verifying the disability and the need for special accommodation must be submitted to the Dean of Students prior to testing. Special accommodations include but are not limited to extended test time, enlarged print test material, and tests on audiotape.

TESTING INTO DEVELOPMENTAL COURSES

It is the intent of the College to assist students in their academic advancement. Individuals taking the ASSET and scoring below entry level in math, reading, and writing will be placed into developmental courses. Developmental courses are designed to prepare students for successful entry into college-level English and math courses. Students who are placed into developmental course(s) must complete all prerequisites before entering standard level English and math courses.

Costs

TUITION—CURRICULUM STUDENTS

Tuition and other charges are set by the North Carolina General Assembly, the North Carolina State Board of Community Colleges, and Stanly Community College’s Board of Trustees and are subject to change. While it is the Board’s policy to keep all charges as low as possible, nonresident students are required under North Carolina law to pay a higher tuition rate than residents. The student is responsible for complying with regulations concerning declaration of residency.

For tuition purposes, full-time students are those students taking 16 or more credit hours during the fall or spring semester. There is no additional tuition charge for those hours beyond 16. For the summer session, students carrying 9 or more credit hours will be considered full time. Part-time students (carrying fewer than minimum credit hours for the specific term) are charged by the credit hour. The following tuition and fees are payable each term:

Fall or Spring Semester

	<u>Tuition</u> <u>Per Semester</u>	<u>Activity Fee</u> <u>Per Semester</u>	<u>Total</u> <u>Per Semester</u>
Full-time student:			
Resident (16 or more credit hours)	\$ 440.00	\$18.88	\$ 458.88
Nonresident (16 or more credit hours)	2,716.00	18.88	2,734.88
Part-time student:			
Resident (fewer than 16 credit hours)	\$ 27.50*	\$1.18*	\$ 28.68*
Nonresident (fewer than 16 credit hours)	169.75*	1.18*	170.93*
*per credit hour			

Summer Session

	<u>Tuition</u> <u>Per Session</u>	<u>Activity Fee</u> <u>Per Session</u>	<u>Total</u> <u>Per Session</u>
Full-time student:			
Resident (9 or more credit hours)	\$ 247.50	\$ 0.00	\$ 247.50
Nonresident (9 or more credit hours)	1,527.75	0.00	1,527.75
Part-time student:			
Resident (fewer than 9 credit hours)	\$ 27.50*	\$0.00	\$ 27.50*
Nonresident (fewer than 9 credit hours)	169.75*	0.00	169.75*
*per credit hour			

Tuition charges and fees are subject to change without prior notice to students. The College will accept MasterCard, Visa, and Discover credit cards for payment of tuition and fees.

TUITION EXCEPTION

Senior Citizens—North Carolina residents 65 years of age and older shall be exempt from paying curriculum tuition but are required to pay all other fees.

Dual Enrollment—High school students admitted under the dual enrollment admissions policy shall be exempt from paying curriculum tuition but are required to pay all other fees.

STUDENT ACTIVITY FEE—CURRICULUM STUDENTS

All students registered in a curriculum class/program during the fall and spring semesters will be charged \$1.18 per credit hour up to 16 credit hours for a maximum fee of \$18.88 per semester. No activity fee will be charged during the summer session.

The student fees are distributed equally between the Student Government Association and Student Benefit accounts. The Student Government account is disbursed by the Student Government Association for such things as student activities, socials, conferences, and support of clubs and organizations. The Student Benefit account is administered by the Dean of Students and is used for the benefit of students in such areas as recreational equipment and supplies, student lounge decorations, transportation for student activities, student publications and awards, and backup support for Student Government activities. Both accounts share equally the cost of providing Student Accident Insurance to every curriculum student paying an activity fee.

SHOP/SUPPLY/EQUIPMENT FEES

Autobody and welding courses require a project fee of \$27 maximum per semester. A maximum \$10 supply/equipment fee will be charged each semester for students enrolling in computer or on-line courses. These fees are subject to change without notice to the student.

RESIDENCE CLASSIFICATION FOR TUITION PURPOSES

Under North Carolina law, a person may qualify as a resident for tuition purposes in North Carolina, thereby being eligible for a tuition rate lower than that for nonresidents. The controlling North Carolina statute (G.S. 116-143.1) requires that "To qualify as a resident for tuition purposes, a person must have established legal residence (domicile) in North Carolina and maintained that legal residence for at least twelve (12) months immediately prior to his or her enrollment in a state maintained institution of higher education." Ownership of property in or payment of taxes to the state of North Carolina does not automatically qualify one for the in-state tuition rate. Failure to provide requested information for residency classification can result in the student's being classified as a nonresident for tuition purposes and disciplinary action. A student who believes that he or she has been erroneously classified shall be permitted to appeal the case in accordance with the procedure outlined by the State Residence Committee.

Regulations concerning the classification of students by residence for purposes of applicable tuition differentials are set forth in detail in *A Manual to Assist the Public Higher Education Institutions of North Carolina in the Matter of Student Residence Classification*, which is available for student inspection in the Student Development Office. Questions related to residency classification should be directed to the Director of Admissions.

STUDENT ACCIDENT INSURANCE

Student accident insurance is provided to all curriculum students paying the student activity fee. The insurance provides coverage for accidental bodily injuries received while on campus during the hours that classes are in session and while taking part in a school activity, excluding intercollegiate sports, and traveling to or from such an activity in school transportation.

MALPRACTICE LIABILITY INSURANCE FEE

Liability insurance is required of students enrolled in certain programs for protection in the event of a liability claim of a personal or professional nature resulting from the performance of clinical or practicum duties. Programs requiring coverage include all allied health and cosmetology programs. Certain early childhood cooperative education classes also require malpractice liability coverage.

Premiums are payable at the time of registration for the term the student begins clinical practice or practicum. Coverage continues for any additional terms requiring the student to be in clinical practice or practicum to a maximum of twelve calendar months.

BOOKS AND OTHER EXPENSES

It is the student's responsibility to obtain the required textbooks and supplies prior to the first meeting of class. The College maintains a bookstore from which the student may purchase the necessary books and supplies. Normal operating hours are as follows: Monday through Thursday from 8:30 a.m. to 5 p.m. and Friday from 8:30 a.m. to 3 p.m. During late registration and the first week of classes, Bookstore hours will follow published registration hours with additional evening hours provided.

Costs for books will vary according to the courses taken and will range from \$300 to \$500 per term depending upon the curriculum. Students may be permitted to use the same book for more than one term in a few classes. The cost for additional materials, uniforms, equipment, insurance, and supplies will vary depending upon the curriculum. The Bookstore will accept MasterCard, Visa, and Discover credit cards for payment of books.

Students may order graduation invitations and personal cards from Herff-Jones. The charge is paid by the student to the company representative.

GRADUATION FEE

All students are required to participate in graduation commencement exercises. Each student must pay a graduation fee of \$35 when registering for his or her final term. This fee will pay for the cap, gown, diploma, cover, and other graduation costs.

RETURNED CHECK FEE

A fee of \$25 will be charged for each check that is returned. This fee is applicable to checks returned for “insufficient funds” or for “stop payment.”

COLLEGE RINGS

Stanly Community College rings are available to all students upon completion of one-half of the credit hours needed for graduation. The Director of Records and Registrar must grant approval before College rings may be ordered. Students wishing to order rings should check with the Student Development Office to find out when orders will be taken. A ring sales representative will be available each semester; times will be announced in advance. A deposit is required when the order is placed. Rings are mailed COD to the student’s home approximately ten weeks from the date of order.

CURRICULUM TUITION REFUNDS

1. A refund shall not be made except under the following circumstances:
 - a. A 100 percent refund shall be made if the student officially withdraws prior to the first day of class(es) of the academic semester as noted in the College calendar. Also, a student is eligible for a 100 percent refund if the class in which the student is officially registered fails to “make” due to insufficient enrollment.
 - b. A 75 percent refund shall be made if the student officially withdraws from the class(es) prior to or on the official 10 percent point of the semester.
 - c. For classes beginning at times other than the first week (seven calendar days) of the semester, a 100 percent refund shall be made if the student officially withdraws from the class prior to the first class meeting. A 75 percent refund shall be made if the student officially withdraws from the class prior to or on the 10 percent point of the class.
 - d. For contact hours classes, ten calendar days from the first day of classes(es) will be used as the determination date.
Official withdrawal involves completing the proper withdrawal form through the office of the Director of Records and Registrar prior to or on the 10 percent date. Students must request a refund in writing prior to or on the 10 percent date of the semester.
2. To comply with applicable federal regulations regarding refunds, federal regulations will supersede the state refund regulations stated in this section.

BOOKSTORE RETURN POLICY

The Bookstore will accept for full refund textbook(s) purchased in error under the following conditions:

1. No refunds will be made without the drop/add registration form, cash register receipt, or canceled check.
2. Books must be returned on or before the twentieth class day of the semester.
3. Book refunds will not be issued at the time of return. A check in the amount due will be mailed within fifteen days of the return date.
4. New books must be free of all markings and be considered by Bookstore personnel to be in new and perfect condition. (This does not include books purchased used.)
5. Defective books will be replaced free of charge. These books should be returned as soon as defects are noticed.
6. Books with software and other electronic media cannot be returned if seal is broken (publisher restrictions).
7. No refunds will be made on software if the package has been unwrapped or opened.
8. Books purchased after the twentieth class day of the semester are not eligible for refunds. It is assumed that students who have been established in a course prior to the refund deadline should know which books are needed for class.

Scholarships, Grants, and Work-Study Opportunities

SCHOLARSHIPS, GRANTS, AND WORK-STUDY OPPORTUNITIES

Opportunities for student financial aid are available to every student who can demonstrate financial need or superior academic achievement. Stanly Community College offers a comprehensive program of student financial aid and will make every effort to help students obtain financial assistance. It is the philosophy of the Financial Aid Office to assist students in meeting educational expenses through need-based or merit-based grants, scholarships, and work-study to the maximum extent possible based on eligibility and available funds. Stanly Community College does not discriminate on the basis of sex, race, color, disability, religion, or national or ethnic origin in the administration of its financial aid resources.

All financial aid awarded to students at Stanly Community College is disbursed on a 50 percent basis each semester by crediting the student's account in the Business Office. All continuing students must be making satisfactory progress to be considered for any student financial assistance programs.

Financial Aid and Scholarship Application Process

Every student must complete the Free Application for Federal Student Aid (FAFSA) to be considered for financial aid and scholarships. Assistance with the completion of this application is available in the Financial Aid Office.

- ♦ All students applying for financial aid and/or scholarships must include the FAFSA code for Stanly Community College on the application. This code will allow the federal processor to send Stanly Community College a copy of the student aid report. The FAFSA code for SCC is 011194.
- ♦ This application is available from the Financial Aid Office at Stanly Community College, public libraries, and high school guidance offices.
- ♦ The FAFSA should be completed as soon after January 1 as possible. Certain types of financial aid have deadlines during the early spring, and the FAFSA must be completed prior to these deadlines to be considered. Please complete the FAFSA with completed U.S. income tax return information.
- ♦ A copy of the student's federal income tax return (with the parent's return, if applicable) should be forwarded to Stanly Community College. Other documents may also be requested to validate the FAFSA information.
- ♦ Students wishing to apply for scholarships must complete a separate application. Scholarship applications are accepted from January 1 to April 1 each year.

SCHOLARSHIP PROGRAMS

- ♦ **Stanly Community College Presidential Scholarship**
This scholarship is awarded to a senior from each of the four high schools in Stanly County. Applicants must have applied to Stanly Community College and plan to pursue their education in one of the College's programs of study. Applicants must have a "B"

or higher average in high school courses. Selection of a recipient is based upon the applicant's academic achievement, potential, and career objectives.

◆ **Stanly Heritage Endowed Scholarship Program**

Scholarships will be offered through the SCC Foundation to curriculum students. Applicants must complete the SCC scholarship application and provide any additional information requested for specific scholarships.

Students receiving the Heritage awards must maintain a "C" or higher GPA. They are eligible for the same award during their second year provided they continue to meet established criteria and complete the second year application process.

The following scholarships will be awarded through the Stanly Heritage Endowed Scholarship Program:

William C. Cannon, Sr.

Edward J. Snyder, Jr.

Dr. H. T. "Toby" Webb, Jr.

Annie Ruth Kelley

*Professor E. F. Eddins

Vernie Scarborough Eddins Moore

George E. Eddins, Sr., and Daisy Outlaw Eddins

Frank Neville Patterson, Jr.

James W. Morgan

Wal-Mart/Stanny Community College Alumni

Elizabeth Catherine Matt Eddins

Margaret Ellen Patterson Thompson and Mary Louise Patterson

Josephine Beaver Morgan

Henry E. Farmer, Sr., and Joyce H. Farmer

Clyde Almond-Benton Farmer/Stanny Fixtures, Inc.

Elizabeth Lake Inman

Bertie Snuggs Patterson

Faith Anne Carroll Morgan

Damon F. Smith

Silas P. Dennis

Bob G. Furr

Russell Edwin Sigmon and Maggie Whitener Sigmon

Dr. George E. Eddins, Jr.

SCC Faculty and Staff

Ed, Les, Brown, and Jim Bivens

Sandra Suzanne Hartsell

Miller James Hartsell

Charlie E. Richardson

Fannie Stewart Richardson

Charles B. Richardson

Herring Family

J. Theodore Ford
Novella Efird Dennis
Elbert L. Whitley, Jr.
Elizabeth Ann Eddins Laughridge
George E. Eddins, III
Chuck McManus

**Two endowed scholarships were given in memory of Professor E. F. Eddins.*

♦ **Stanly Community College Foundation**

The SCC Foundation offers scholarships to students enrolled (full or part time, day or evening) in a curriculum program. The number of awards each year will depend on the amount of funds available through the Stanly Community College Foundation.

♦ **Stanly Community Christian Ministry Scholarship**

Stanly Community Christian Ministry offers scholarships to Stanly County residents. Scholarships are awarded based on financial need to displaced persons, persons seeking new job skills, and women in nontraditional programs.

♦ **Stanly County Managers' Association/Wayne Oakes Scholarship**

Stanly County Managers' Association/Wayne Oakes Scholarship provides a scholarship to a student in the business or technical education programs. Applicants must be U.S. citizens, have completed a minimum of 12 credit hours, and have a minimum 3.0 grade point average.

♦ **John A. Lepp Scholarship**

This scholarship is offered to a student who has enrolled in an allied health program.

♦ **Bear Insurance Service, Inc., Scholarship**

This scholarship is available to a Stanly County resident who has enrolled in one of the following curricula: Accounting, Business Administration, Information Systems, Associate in Arts, or Associate in Science.

♦ **Wachovia Scholarship**

Wachovia Bank offers scholarships to second-year students in Associate in Applied Science degree programs of study. Selection interviews are required.

♦ **First Union Scholarship**

Eligible students must be enrolled full time in an associate degree program in business or technology.

♦ **First Bank Scholarship**

Eligible students must be in a two-year associate degree program, must have a "C" or higher GPA, and must be a Stanly County resident.

♦ **Bank of Stanly Scholarship**

A scholarship covering tuition and fees for two semesters is awarded to a full-time student from Stanly County in one of the following curricula: Accounting, Business Administration, Information Systems, Associate in Arts, or Associate in Science.

◆ **First Citizens Bank Scholarship**

Applicants must be Stanly County residents enrolled full time in an associate degree program and must maintain a “C” or higher GPA.

◆ **Home Savings Bank of Albemarle, SSB Endowed Scholarship**

A scholarship will be offered to full-time curriculum students.

◆ **Central Carolina Bank and Trust Scholarship**

Applicants must be Stanly County residents enrolled full time in a two-year program and must maintain a “C” or higher grade point average.

◆ **Nurse Education Scholarship/Loan Program**

The North Carolina State Education Assistance Authority offers a Nurse Scholarship/Loan Program. To be eligible the student must be accepted into the Associate Degree Nursing program, be a North Carolina resident, and agree to work in North Carolina upon graduation. This program requires a special application and paperwork. These scholarships/loans will depend on availability of funds from the state. The student will be notified of any additional information needed to qualify for the funds by the Financial Aid Office.

◆ **Michelin Aircraft Tire Scholarship**

Applicants must be enrolled in the Electronics Engineering Technology program as full-time students. Priority will be given to dependents of Michelin Aircraft Tire employees who meet all requirements. Applicant must show a demonstrated financial need.

◆ **Peanut Butter and Jelly Club Scholarship**

This scholarship is awarded to residents in the East Albemarle Amhurst area where the Peanut Butter and Jelly Club originated. Applicants must be enrolled in a curriculum program and must maintain a “C” or higher GPA.

◆ **Aaron Efird Scholarship**

Applicants must be enrolled as part-time students in a two-year program of study. Applicants must be residents of Stanly County and show demonstrated financial need.

◆ **Alcoa Scholarship**

Applicants must be enrolled as a second-year student in a technology program, must be a Stanly County resident, and must maintain a 3.0 GPA.

◆ **Emily Carter Scholarship**

Applicants must be enrolled as a second-year Respiratory Therapy student.

FEDERAL FINANCIAL AID PROGRAMS

◆ **Federal Pell Grant Program**

The Federal Pell Grant program is designed to provide financial assistance to eligible applicants who attend post-secondary educational institutions at the undergraduate level and who have not yet earned a bachelor’s degree from any institution. Pell Grant amounts vary according to the regulations of the U.S. Department of Education.

- ◆ **Federal Supplemental Educational Opportunity Grant (FSEOG)**

FSEOG makes additional funds available to students with exceptional need. This grant is usually combined with other forms of aid and is also nonrepayable.

- ◆ **Federal Work-Study (FWS)**

The Federal Work-Study program provides part-time employment for students who have financial need and who desire to earn part of their educational expenses. The federal government provides funds to educational institutions, which in turn provide jobs for a limited number of students. At SCC, students work in a variety of offices and departments with their work schedules adapting to their academic schedules. Students may work up to 20 hours per week while attending classes. Eligibility is determined by financial need, job skills, and positions available. For further information contact the Financial Aid Office.

NORTH CAROLINA FINANCIAL AID PROGRAMS

- ◆ **North Carolina Student Incentive Grant Program (NCSIG)**

Students applying for financial aid automatically make application for this grant. (The grants are awarded by the College Foundation, Inc., Raleigh, North Carolina.) A recipient must be a legal resident of North Carolina and accepted into an eligible program as a full-time student. Applicants must apply for financial aid by March 15 of the academic year preceding enrollment to be considered.

- ◆ **North Carolina Community College Grant**

The North Carolina Community College Grant is a need-based grant established by the North Carolina Legislature to provide funds to help meet the educational costs of attending a community college. Students must complete the Free Application for Federal Student Aid (FAFSA) each year by the published deadlines. These deadlines are set each year and may be obtained from the Financial Aid Office.

Qualifying students must be residents of North Carolina enrolled at least half-time as undergraduate students in an eligible curriculum program. Students must meet the satisfactory academic progress requirements and the Pell Grant eligibility requirements.

Annual amounts for a full-time student will vary from \$100 to \$1,650 based on the student's established need and enrollment status. Awards will be prorated for students with less than full-time status.

OTHER FINANCIAL AID PROGRAMS

- ◆ **North Carolina Department of Community Colleges Child Care Grant Program**

Child care can be paid for a limited number of children. Priority is given to single parents or displaced homemakers. Applicants must be enrolled full time in an eligible program of study and must complete the Free Application for Federal Student Aid (FAFSA).

- ◆ **Stanly Community College Emergency Loan Fund**

Short-term loan funds are available to regularly enrolled students. Loans are restricted to tuition and fees and must be repaid within sixty days with no interest required. Further information concerning this loan is available through the Financial Aid Office.

- ◆ **North Carolina Community College Loan Program**

The State Board of Community Colleges allocates monies for short-term loans to be administered by Stanly Community College. These funds are available to assist with tuition and fees. Students may apply for these loan funds in the Financial Aid Office.

PRIVATE LOANS

Private loans are available to supplement the student's financial aid package. These loans are available for full-time and part-time students. Applicants must meet credit approval criteria for the amount and terms of the loan. For further information please contact the Financial Aid Office. Brochures are available from lenders who offer these loans.

VETERANS' EDUCATIONAL BENEFITS

Stanly Community College programs of study are approved by the North Carolina State Approving Agency for the enrollment of persons who are eligible for veterans' educational benefits. The Director of Financial Aid and Veterans Affairs assists all persons who have questions concerning eligibility for veteran's educational benefits.

All students receiving VA educational benefits must be **fully accepted** into a curriculum program and must pursue the exact curriculum listed in the College catalog. Certified transcripts of high school and college credits are required before students can be fully accepted into their programs and certified to receive VA benefits. All veterans and eligible dependents must maintain a cumulative grade point average based on the academic standards listed in the College catalog. Veteran students who do not maintain satisfactory progress will not be certified for VA educational benefits.

HOPE SCHOLARSHIP CREDIT

A student or a student's parents may be able to claim a Hope Credit for any qualified tuition and related expenses. The amount of the Hope Credit is 100 percent of the first \$1,000 plus 50 percent of the next \$1,000 that the student or the student's parents pay for qualified tuition and related expenses. The Hope Scholarship Credit may be claimed for only two taxable years for each eligible student. Eligibility requirements are as follows:

- ◆ The student must be enrolled in one of the first two years of post-secondary education, which is usually the freshman or sophomore year.
- ◆ The student must be enrolled in a program that leads to a degree, certificate, or other recognized educational credential.

- ◆ The student must be attending school at least half-time in a course of study for at least one academic period beginning during the calendar year.
- ◆ The student must be free of any felony conviction for possessing or distributing a controlled substance.

Additional information about the Hope Scholarship Credit is available from IRS Publication 970, *Tax Benefits for Higher Education*.

LIFETIME LEARNING TAX CREDIT

A student or the student's parents could receive a 20 percent tax credit for the first \$5,000 of tuition and fees paid out of pocket for any qualified tuition and related expenses for all eligible students in the family. This credit is based on a per family basis, not a per student basis.

Either the parent or the student, but not both, may claim the credit for the student's expenses in a given year. Unlike the Hope Scholarship Credit, the Lifetime Learning Tax Credit does not require students to be in their first two years of study and does not require at least half-time enrollment.

Additional information about the Lifetime Learning Tax Credit is available from IRS Publication 970, *Tax Benefits for Higher Education*.

SATISFACTORY ACADEMIC PROGRESS STANDARDS TO MAINTAIN FINANCIAL AID ELIGIBILITY

Federal and state regulations require that students receiving financial aid must maintain satisfactory academic progress. Stanly Community College makes these standards applicable to all federal, state, and institutionally awarded financial aid funds in order to maintain a consistent policy for all students receiving assistance.

For financial aid purposes, satisfactory progress is measured at the end of each semester as follows:

Semester Evaluation

All curriculum students must meet these minimum standards to be considered progressing satisfactorily toward graduation:

Associate in Arts degree, Associate in Science degree, and certificate programs: Students must maintain a 2.00 grade point average.

Associate in Applied Science degree and diploma programs: Students must meet minimum grade point averages according to credit hours attempted as shown below.

Credit Hours <u>Attempted</u>	Grade Point Average <u>GPA Degree/Diploma</u>
1–30	1.55
31–46	1.70
47–62	1.85
63 +	2.00

- Definitions:
- Credit hours attempted refers to the total hours taken, including courses with grades of “W,” “NA,” “I,” and “F.”
- GPA (Grade Point Average) is determined by dividing quality points earned by total hours attempted. Quality points are determined as follows: “A” = 4 quality points per credit hour, “B” = 3 quality points per credit hour, “C” = 2 quality points per credit hour, “D” = 1 quality point per credit hour, and “F” = 0 quality points per credit hour.
- GPA degree refers to the grade point average required for curricula awarding Associate in Applied Science degrees.
- GPA diploma refers to the grade point average required for curricula awarding diplomas.
- Financial aid students must maintain the required GPA standing. Students receiving federal student aid must not take more than one and one-half times the lengths of their programs to complete degree or diploma requirements. In addition, students must complete 67 percent of all cumulative attempted hours.
- If a student falls below the required standing, he or she will be placed on financial aid probation for the next term enrolled. The student has this term to achieve the required standard for the cumulative credit hours attempted. Failure to meet the minimum standards during the probation term will result in termination of financial aid until the minimum standard is achieved. Upon reestablishing the minimum standards for the cumulative credit hours attempted, the student will be removed from probation and will have eligibility to receive financial aid restored.
- Additional satisfactory academic progress standards may be found in the 2001–2002 Financial Aid Handbook.

RETURN OF TITLE IV FUNDS POLICY

The Higher Education Amendments of 1998 changed the formula for calculating the amount of aid a student and school can retain when the student totally withdraws from all classes. Students who withdraw from all classes prior to completing more than 60 percent of an enrollment term will have their eligibility for aid recalculated based on the percent of the term completed.

1. This policy shall apply to all students who withdraw, who drop out, or who are expelled from Stanly Community College and receive financial aid from Title IV funds.
2. Refunds on all institutional charges, including tuition and fees, will be calculated using the state refund policy published in the SCC Catalog.
3. Title IV aid is earned in a prorated manner on a per diem basis up to and including the 60 percent point in the semester. Title IV aid and all other aid is viewed as 100 percent earned after that point in time.
4. Refunds and adjusted bills will be sent to the student's home address on file in the Office of Records and Registrar following withdrawal. Students are responsible for any portion of their institutional charges that are left outstanding after Title IV funds are returned.
5. Any notifications of withdrawals from classes should be in writing and addressed to the Office of Records and Registrar.

Academic Regulations

SEMESTER SYSTEM

Stanly Community College operates on the semester system, the primary academic calendar of all institutions in the North Carolina Community College System. The fall and spring semesters are approximately sixteen weeks in length; the summer session is nine weeks in length. Classes normally meet for fifty minutes during the day with ten minutes between classes. Consult the semester course schedule for meeting times of classes offered.

CREDIT HOURS

Semester hours are awarded as follows: one semester hour of credit for each hour per week of class lecture, one semester hour of credit for each two or three hours per week of laboratory, one semester hour of credit for each ten hours per week of cooperative work experience, and one semester hour of credit for each three hours per week of clinical.

DEFINITIONS OF CONTACT AND CREDIT HOURS

Contact hours: actual amount of time (clock hours) spent in class, shop, or lab for each course.

Credit hours: academic credit awarded and used for tuition and graduation purposes.

STUDENT CLASSIFICATION FOR FINANCIAL AID, VA, ETC.

Full-time student: a student enrolled with 12 or more semester hours of credit.

Part-time student: a student enrolled with fewer than 12 semester hours of credit.

Freshman: a student who has completed one-half or fewer of the credit hours in his or her program.

Sophomore: a student who has completed more than one-half of the credit hours in his or her program.

CATALOG OF RECORD

The catalog that is current when the student enrolls in the College is the catalog of record. A student may graduate under the provisions of his or her catalog of record or a subsequent issue upon completing a Request for Transfer to Revised Curriculum Outline form, which is available through the office of the Director of Records and Registrar. A student missing two contiguous semesters of attendance must graduate under the provisions of the catalog in effect on his or her last reentry date or a subsequent issue.

A student who changes his or her program of study will come under the provisions of the catalog in effect at the time of the change or a subsequent issue.

ACADEMIC ADVISORS AND ADVISING

Upon receiving a student's application, the Admissions Office will send a letter to acknowledge receipt of the application and to inform the student of his or her assigned academic advisor, which is based upon the student's program of study. The advisor is usually the program head of the student's chosen program. An advisee's progress will be monitored by the advisor; therefore, each student should seek the advice of the assigned advisor when questions arise regarding his or her program of study or requirements for program completion. The student is encouraged to make an appointment to confer with his or her advisor during the faculty member's office hours each term.

It is the student's responsibility to contact his or her advisor, ask questions about classes, parking, tutoring, grades, job market, etc., and work with the advisor in setting educational and career goals and planning schedules.

Advisors will make every effort to provide effective guidance to each assigned student in academic matters and to make a referral if the student needs assistance in other matters.

Special credit students are not assigned academic advisors. The Student Development Office personnel will assist students in course(s) and program selection prior to registration and during the semester.

The final responsibility for meeting all academic degree requirements as well as institution requirements ultimately rests with the student.

NEW STUDENT ORIENTATION

All new curriculum students are encouraged to attend and participate in orientation. Students will become familiar with the following:

1. Campus regulations and policies governing student behavior
2. Various departments on campus and their roles
3. College support services designed to assist the student
4. Academic information, grade distribution, program change, etc.
5. Clubs and organizations for student participation

REGISTRATION

♦ New Students

Applicants will be notified of dates of registration. Registration dates are published in the Academic Calendar and semester schedules. At registration students will meet with their advisors to select courses appropriate to their curricula, pay fees, and purchase books. Students are considered registered upon completion of registration materials and payment of fees.

◆ Continuing Students

For registration purposes continuing students are defined as those students who are currently enrolled. All continuing students are strongly urged to register for the following semester during the preregistration period published in the Academic Calendar. This will help the student get the courses in his or her program needed for graduation purposes. Each student should (1) schedule a meeting with his or her advisor and complete a Student Registration form, (2) submit the Student Registration form to the Student Development Office for entry into the computer, and (3) complete the process by paying tuition and fees.

Students who do not pay fees during the preregistration period will have the registration deleted and will have to register on registration day.

◆ Reentry Students

Reentry students are those students who have attended the institution previously but not during the preceding semester. For registration purposes, reentry students will be required to register on registration day as published in the Academic Calendar and the semester schedule.

SPECIAL CREDIT STUDENTS

Special credit students are defined as students who wish to enroll in a curriculum course(s) but not pursue a degree, diploma, or certificate. Special credit students are not assigned academic advisors. For registration purposes special credit students may register on registration day as published in the Academic Calendar and semester schedules. Program advisors will assist students in selecting course(s) on registration day.

STUDENT CREDIT HOURS OVERLOAD POLICY

The maximum number of credit hours a student may take in a given semester is 18. Any credit hours above 18 must be recommended by the student's advisor and approved by the appropriate associate dean. Exception to overload policy: Associate deans do not have to approve credit hours overloads if the semester-by-semester curriculum outline indicates more than 18 credit hours per semester.

TRANSFER OF CREDIT FROM OTHER INSTITUTIONS

The Director of Records and Registrar will review post-secondary transcripts of applicants for admission with advanced standing once an applicant is fully accepted. Courses accepted for transfer credit must parallel course offerings at Stanly Community College as determined by the Director of Records and Registrar. The Director of Records and Registrar may request assistance from the appropriate associate dean or program head in determining similarity of course content. Transfer credit may be allowed for courses in which a student has earned a grade of "C" or higher. **The College will not accept transfer credit from any nonaccredited post-secondary institution.**

A student who desires receipt of transfer credit must have an official transcript and in some cases a college catalog sent to Stanly Community College by the institution that originally granted the credit. A transfer student may not be required to take the ASSET placement test.

Transfer students must complete at SCC a minimum of one-fourth of the credits required for a degree, diploma, or certificate.

TRANSFER OF CREDIT BETWEEN PROGRAMS

Credit attempted and earned in a previous degree program may be credited toward any new program upon evaluation by the Director of Records and Registrar. Students changing from a diploma or certificate program to an associate degree program may request credit by examination in situations in which prior work or educational experience is indicated.

TRANSFER OF CREDIT FOR CONTINUING EDUCATION UNITS

Courses granting Continuing Education Units (CEUs) will not be accepted as transfer credit in curriculum programs. Students may request a proficiency examination if they believe they are proficient in a subject where CEUs were granted. See the Proficiency Examination section of this catalog.

CLEP CREDIT

Stanly Community College awards credit to students who have passed certain College Board’s College-Level Examination Program (CLEP) examinations at an acceptable level. These tests may be taken prior to enrollment or after a student has actually begun studies at the College. The following table outlines the credit acceptance and course equivalency:

<u>CLEP Examination</u>	<u>Minimum Score</u>	<u>Course Equivalent</u>
Business		
Principles of Accounting	47	ACC 120—Principles of Accounting
Principles of Management	46	BUS 137—Principles of Management
Composition and Literature		
Freshman College Composition	45 (450)	ENG 111—Expository Writing
Information Systems		
Information Systems/Computer Applications	45	CIS 110—Introduction to Computers CIS 115—Introduction to Programming and Logic
Mathematics		
College Algebra	46	MAT 161—College Algebra
Trigonometry	50	MAT 162—College Trigonometry
Social Science		
Introduction to Psychology	47	PSY 150—General Psychology
Introduction to Sociology	47	SOC 210—Introduction to Sociology

ADVANCED PLACEMENT (AP) CREDIT

The College Entrance Examination Board (CEEB) sponsors an advanced placement program that enables high school students to complete college-level courses while still in high school. The CEEB examinations are offered in the high school by the Educational Testing Service (ETS). Advanced Placement scores are equivalent to the following grades:

<u>Advanced Placement Score</u>	<u>Grade Equivalent</u>
5	4.0
4	3.8
3	3.5

Stanly Community College will grant credit for the Advanced Placement tests conducted by the CEEB. Successful completion of the exam (score of 3 or higher) is required for awarding credit. Students desiring credit must have their scores submitted to the Director of Records and Registrar for evaluation.

INDEPENDENT STUDY CLASSES

Classes not offered on the regular schedule but required for graduation may be offered as independent study classes. An independent study class cannot be granted for a class with a lab or clinic without permission of the appropriate divisional associate dean. If the student can attend the regularly scheduled lab or clinic but not the lecture portion of the class, then an independent study could be granted. Students are strongly encouraged to limit their requests for this type of instruction. Independent study classes must be approved by the advisor, program head, and associate dean. Part-time instructors cannot initiate independent courses unless approved by the appropriate associate dean.

The following restriction will apply:

A student must hold a 2.50 GPA before attempting to enroll in an independent study class.

TECH PREP CURRICULA/ADVANCED PLACEMENT FOR EARNED HIGH SCHOOL CREDITS

In an effort to retain students and prevent duplication of instruction, the high schools in Stanly County along with Stanly Community College have designed Tech Prep curricula. High school students enrolled in the Tech Prep program will receive credit toward graduation from Stanly Community College for specified courses completed while in high school.

For advanced placement procedures and a complete list of high school courses and their SCC equivalents, contact an area high school counselor or the Director of Records and Registrar at SCC.

QUICKSTART, CAREER START, AND NOVELL NETWORKING PROGRAMS

QUICKStart, Career Start, and Novell Networking programs are collaborative efforts between Stanly County Schools and Stanly Community College.

Through QUICKStart, eligible high school students can complete a portion of their freshman year before they ever enroll in college. SCC offers a variety of social science, humanities, math, and science electives that will fulfill general education requirements of universities in the University of North Carolina System and those of private institutions as well. High school students may take QUICKStart classes tuition free. The classes are scheduled during the first and last periods of the high school day.

The Career Start program is designed for high school seniors who wish to complete a portion of an Associate in Applied Science degree while still enrolled in high school. Students may also complete selected College certificates in the Career Start program. Courses are offered during the first and last periods of the high school day. All classes will meet Associate in Applied Science degree requirements at SCC and other community colleges in North Carolina. Career Start courses are tuition free for high school students.

The Novell Networking program offers an opportunity for high school seniors to participate in Novell-authorized training that leads to the CNA (Certified Novell Administrator) certification.

High school guidance counselors and the SCC Admissions Office have additional information about the QUICKStart, Career Start, and Novell Networking programs.

TELECOURSE POLICY

A telecourse is a videotaped course that is televised and broadcast over the local public television station and will typically run from 13 to 15 weeks. In addition, the student may have a textbook to read, supplementary readings, and/or special projects. Generally, the student will be required to be on campus to take exams.

Students must attend a required orientation session at the beginning of each term. The orientation allows the student to meet the instructor and receive course requirements.

It is recommended that current and previous Stanly Community College students have a 2.5 grade point average to enroll in the telecourse. Students must maintain contact with the instructor at least once every two weeks or more often if required by the instructor. Students who do not maintain contact and/or who are not making progress in the course will be withdrawn from the course by the instructor.

Tuition and fees are the same as regularly scheduled courses.

Additional information about telecourses may be found in the Special Program Offerings section of this catalog.

INTERNET COURSE POLICY

Students may enroll in courses offered over the Internet by contacting the Director of Records and Registrar. These courses are taught on-line with assignments and projects submitted via e-mail. Each participant must have independent access to the Internet and his or her own e-mail address. The applicable URL and instructions for using it will be supplied at an orientation meeting that students will be required to attend. Grades and instructor comments on each assignment will also be transmitted to the student via e-mail.

A discussion list may be maintained by the instructor, and students may be required to submit to it. Assignments should be completed in order and submitted by the due dates. After two consecutive weeks of loss of contact and/or lack of submitting assignments, the instructor may withdraw the student from the course.

Tuition and fees are the same as regularly scheduled courses.

Additional information about Internet courses may be found in the Special Program Offerings section of this catalog and through the College web site at www.stanly.cc.nc.us.

CLASS ATTENDANCE

Each student is expected to attend all classes for which he or she is registered. Absences do not relieve the student's responsibility of meeting the requirements of the class. Any student missing two consecutive weeks after the first day of classes without permission of the instructor will be withdrawn. Immediately following the first week of loss of contact with a student, the instructor will determine the student's intent to continue or refer the student's name to Student Development for assistance in making this determination. After loss of contact with the student, the instructor will withdraw the student from the class.

Students auditing classes must adhere to the same attendance policy as other students.

WITHDRAWING, ADDING, OR DROPPING COURSES

Courses may be added or changed only during the first three class days of the semester (first two class days of the summer session) as published in the Academic Calendar. The following procedure must be followed to make a change in registration:

1. Obtain a Drop/Add form from the Records Office and fill out the form completely.
2. Have the academic advisor approve the change by signing the Drop/Add form.
3. Submit the properly signed Drop/Add form to the Records Office for processing.
4. Fulfill any financial obligations through the Business Office.

After the first three days of classes, a student withdrawing from a course is responsible for initiating a course withdrawal through the Records Office. An advisor's signature must be on the withdrawal form before the student will be withdrawn from a class. Evening students must have an instructor's signature for withdrawal.

The instructor must initiate a withdrawal through the Records Office if a student does not attend a course or has two consecutive weeks of absences without permission of the instructor. By the conclusion of the second week of the term, any student who has not attended classes shall be dropped by the instructor.

A student withdrawing or dropping a course after the add period and through the fourteenth week of the term (seventh week of the summer session) as published in the Academic Calendar will be assigned a grade of "NA" (Never Attended) or "W" (Withdrawn) by the Records Office. The grade will not be computed in the student's grade point average.

Students will not be allowed to withdraw from a course during the last two weeks of the term. Instructors who initiate drops during the last two weeks of the term must assign a grade to the student from the grading system as published in this catalog.

PROFICIENCY EXAMINATION (ADVANCED PLACEMENT)

Applicants who have reason to believe they are proficient in a subject and wish to request credit by examination must do so during the first two weeks of class. The examination may be written, oral, performance, or all of these and must be scheduled during the first two weeks of the semester at any time mutually convenient to the examining instructor and the student. The academic standards for credit by examination will be commensurate with the academic standards for the course; the proficiency exam may be similar to the final exam given in the regularly scheduled course. Students failing such an examination may not request a second examination. No credit by examination will be allowed if the student has previously taken the course for credit and is attempting to raise the course grade. Decision of the examining instructor is final.

Credits earned by examination (maximum of five courses) will be entered on the student's permanent record, but quality points will not be awarded for such credit. Hours earned through proficiency examination may not be considered when calculating hours to determine the student's enrollment status (full time or part time).

Example 1: A student registers for 18 credit hours and proficiencies out of a 6 credit hour course. The student still remains in attendance with 12 credit hours and is considered full time for both aid and benefits.

Example 2: A student registers for a proficiency examination and fails the examination. The student must be in attendance and pay for the course.

Procedures for credit by examination are as follows:

1. The student must request of the course instructor to take a proficiency examination during the first two weeks of class.
2. The instructor evaluates the request to determine
 - a. if a need for a proficiency exists
 - b. if the student has demonstrated, or there is evidence, that he or she possesses skills commensurate with the request
3. The instructor must verify the student's enrollment in the course prior to administering the exam.
4. The program head must recommend the student to take the proficiency, and the associate dean must approve the request.
5. Upon administration of the proficiency exam, the student will be notified within two class days if he or she passed. (Normally, only full-time instructors may give proficiency exams. Part-time instructors may not give proficiency exams unless approval by the Vice President of Instruction is granted.)
6. The instructor will take the exam results to the Director of Records and Registrar, who will award the appropriate credit earned.
7. Credit earned by proficiency exam will be entered on the student's transcript as credit hours passed. No grade or quality point value will be assigned. Proficiency exam credit will not be used in determining grade point average.

The following persons will not be permitted to take proficiency examinations:

1. Persons who have taken the proficiency exam previously
2. Persons who have enrolled in and dropped the course or who have been dropped from the course by the instructor with a grade of "WF"
3. Persons who were enrolled in the course and failed the course
4. Persons requesting the examinations after the allotted two-week time period
5. Persons who have a cumulative grade point average less than 2.50

COURSE AUDITING

Students who wish to audit courses shall be admitted on a space-available basis and shall not displace a credit-seeking student. No credit is awarded, and no examinations are required. A grade of "AU" is recorded to indicate audit. Attendance and participation in class is encouraged. Students must register officially and pay regular tuition. Students may not change from audit status or to audit status after the first week of classes. Courses with the prefix of NUR, OTA, RCP, or MED may not be audited without the permission of the program head and/or the associate dean.

COURSE REPEAT

Students may repeat classes in which they have earned a grade below a "C." The second grade will be substituted in computing the cumulative GPA, the hours, and the quality points for the course. The second grade will count whether it is an "F" or higher. The first grade will be recorded on the student's transcript.

Each student may exercise a one-time only option of repeating for credit a course in which a grade of "C" or higher has been earned. The Records Office will indicate in the student's folder when this option is exercised.

Students receiving financial aid and/or veterans' benefits may not repeat courses in which the grade earned was "D" or higher.

COURSE PREREQUISITES

Students must comply with regulations stipulating that courses may not be taken until all prerequisites have been met. There are occasions when exceptions to this regulation may be deemed desirable and appropriate, but the instructor must approve such exceptions.

COURSE SUBSTITUTION

A student may request to substitute a course required in his or her program of study based on particular occupational goals. Action upon such substitutions must be initiated by the student's academic advisor/program head, who will forward the Request for Course Substitution form to the associate dean.

A substitution must be in the same area of study or should be appropriate in meeting the requirements of the curriculum standards. A maximum of five courses may be credited for any student through the course substitution method. More than five course substitutions may be granted with special permission from the associate dean and the Director of Records and Registrar. Notification of approval of course substitutions must be submitted to the Director of Records and Registrar.

CHANGE IN CURRICULUM PROGRAM

A student who decides to change his or her program of study should discuss the program change with his or her academic advisor. The student must complete a Request for Change in Curriculum Program form and the IDEAS interest inventory instrument. Both are available in the Student Development Office.

Upon submission of the completed Request for Change in Curriculum Program form and the IDEAS assessment instrument, the student will be scheduled for a required counseling session with the counseling staff. The counselor will determine the student's readiness to enroll in another curriculum. If approved, the counselor will facilitate the program change.

and refer the student to an advisor in the new program. The student must meet all admissions requirements for the program he or she is requesting to enter.

The student, the Student Development counselor, and the advisor from either the new or the old curriculum will sign the Request for Change of Program form. A copy of the Request for Change of Program form will be forwarded to the Admissions Department, the Director of Records and Registrar, the advisor of the old curriculum, and the advisor of the new curriculum.

Credits and grades in the previous program(s) that are applied to the new program will be carried forward including the quality points earned in the courses. Courses applied to the new program in which no quality points were earned will be carried forward as hours attempted.

GRADING SYSTEM

The following alphabetical system is used for reporting and recording all grades:

A	Excellent	4 quality points per credit hour
B	Good	3 quality points per credit hour
C	Average	2 quality points per credit hour
D	Passed	1 quality point per credit hour
F	Failure	0 quality points per credit hour (must repeat course)
I	Incomplete	Will carry hours attempted and will be computed in GPA. Must be removed by the end of the eighth week of the next term (end of seventh week for the summer session) or the grade will be changed to an "F."
NA	Never Attended	Hours are not included in determining GPA
W	Withdrawal	Hours are not included in determining GPA
AU	Audited	Hours are not included in determining GPA
S	Satisfactory	Hours are not included in determining GPA
U	Unsatisfactory	0 quality points per credit hour
P	Credit received by passing a proficiency exam	Hours are not included in determining GPA
AP	Advance Placement	Hours are not included in determining GPA
EX	Exempt	Hours are not included in determining GPA
TC	Transfer Credit	Hours are not included in determining GPA

SCHOLASTIC STANDARDS

The minimum grade point average for graduation is 2.0 or a grade average of "C." Quality point averages are determined by dividing the total number of quality points by the number of credit hours attempted. If a course is repeated, the last grade will be used in computing the student's hour-quality point ratio. A ratio of 2.0 indicates that the student has an average

of “C”; above 2.0 indicates an average above “C”; below 2.0 indicates an average below “C.” The following grades yield no quality points: “I,” “P,” “S,” “U,” “AU,” “NA,” “W,” “F,” “AP,” “EX,” and “TC.”

COMPUTATION OF GRADE POINT AVERAGE

Terms:

Q.P. (Quality Points): Points earned for final class grades. Each letter grade represents so many earned points: “A” = 4 Q.P.s, “B” = 3 Q.P.s, “C” = 2 Q.P.s, “D” = 1 Q.P., and “F” = 0 Q.P.s.

G.P.A. (Grade Point Average): Obtained by multiplying the earned Q.P.s by the number of credit hours attempted and dividing the total earned Q.P.s by the total number of credit hours attempted.

Credit Hours: Hours of credit received for each class taken per semester.

Contact Hours: Actual hours per week spent in class and/or lab.

There are two main steps in computing G.P.A.:

- 1. Multiply the credit hours for each class by the number of Q.P.s earned. The result is the total Q.P.s for the semester. Example:

	Credit Hours		Grade	Q.P.s		Total Q.P.s
Business Law I	3	x	A	4	=	12
Keyboarding	2	x	B	3	=	6
Principles of Accounting I	4	x	C	2	=	8
Expository Writing	3	x	B	3	=	9
Introduction to Computers	<u>3</u>	x	A	4	=	<u>12</u>
	15 total hours					47 Q.P.s

- 2. Divide the number of total credit hours into the total number of Q.P.s for the semester. Grade point average for semester: 47 total Q.P.s divided by 15 total credit hours = 3.13 G.P.A.

The cumulative G.P.A. may be computed by totaling all attempted credit hours and dividing them into the total number of Q.P.s that have been earned for all semesters of enrollment.

GRADE REPORTS AND TRANSCRIPT REQUESTS

Grades are normally mailed five working days after the final class day. Semester grade reports will not be given to a student or to anyone over the telephone or in person from the Division of Student Development.

Transcripts of the student record will be mailed to other colleges, prospective employers, or to the student if an official written request is made by the student to the Student Development Office. Written requests may be faxed to the Records Office at (704) 991-0255. Transcripts

are available, if possible, after 3 p.m. each day if the request is received before 11 a.m. of that day. Requests for transcripts will be honored within 72 hours.

All financial obligations must be fulfilled before grade reports and transcripts are mailed. SCC will not fax transcripts.

INCOMPLETE GRADE POLICY

An incomplete grade is a temporary grade of "I" that is given at the discretion of the instructor for incomplete course work due to extenuating circumstances. It is the student's responsibility to contact the instructor regarding work to be completed for the removal of the "I" grade. When a grade of "I" is issued, the student does not register for the course.

A student receiving a grade of "Incomplete" in a given course must complete the required course work by the end of the eighth week of the next term (end of the seventh week for the summer term) or the incomplete grade will be changed to an "F" grade. An incomplete grades is computed as an "F" grade in the student's grade point average until completion of course work.

GRADE CHANGES

All grades assigned to a student are considered final. To change a grade after the grade report is mailed requires an authorization for the change initiated by the instructor, recommended by the program head, and approved by the associate dean. The change form must be submitted to the Director of Records and Registrar.

GRADE APPEAL

A student must appeal an assigned grade before the first class day of the next semester. Students may consult the Student Development Office for an explanation of the appeal process. A Student Development representative will act as an advocate for the student and be present for all steps of the process. Procedures for appealing a grade are as follows:

1. The student must schedule and conduct a meeting with the instructor who assigned the grade.
2. If the grade is changed at this point, no further action need occur.
3. If the student wishes to continue the appeal process, he or she must acquire a Grade Appeal form from the Dean of Students and complete the form. The student will then meet with the instructor and the associate dean. (If the instructor is the associate dean, the Vice President of Instruction will meet with him or her and the student. If the instructor is no longer an employee of the College, the appeal process begins with the associate dean.)
4. If the matter is not resolved at this point, the Grade Appeal form and all documentation will go to the Faculty Senate. The final review must be made in the form of a hearing with the student, the instructor, and the division associate dean present. The Faculty Senate has five working days to schedule its review and reach a decision. The Faculty

- Senate has the right to set aside the grade in question and request a reexamination of the student. If the faculty member who assigned the grade is a Faculty Senate member, he or she will step down during the appeal.
5. If the student is not satisfied with the decision of the Faculty Senate, the student will have two school days to appeal the decision in writing to the Vice President of Instruction. The Vice President of Instruction will review all written documentation and meet with the student and instructor.
 6. The Vice President of Instruction will make a decision within two working days.
 7. If the student is not satisfied with the decision of the Vice President of Instruction, the student will have two school days to make a final appeal in writing to the President of the College. The President will make the final decision after investigating all facts.

In some instances the grade appealed is associated with a prerequisite course, as is especially true in allied health curricula. When this occurs, it is imperative for all parties involved to hear the appeal as soon as possible.

SATISFACTORY ACADEMIC PROGRESS POLICY

All curriculum students must meet these minimum standards to be considered progressing satisfactorily toward graduation:

Associate in Arts degree, Associate in Science degree, and certificate programs: Students must maintain a 2.00 grade point average.

Associate in Applied Science degree and diploma programs: Students must meet minimum grade point averages according to credit hours attempted as follows:

Credit Hours <u>Attempted</u>	Grade Point Average <u>GPA Degree/Diploma</u>
1–30	1.55
31–46	1.70
47–62	1.85
63 +	2.00

Definitions:

Credit Hours Attempted refers to the total hours taken, including courses with grades of “I” and “F.”

GPA (Grade Point Average) is determined by dividing quality points earned by total credit hours attempted.

GPA Degree refers to the grade point average for curricula awarding Associate in Applied Science degrees.

GPA Diploma refers to the grade point average for curricula awarding diplomas.

Whenever the student’s GPA falls below the recommended standing, he or she will be placed on academic probation for the next term enrolled. The student is notified of academic

probation by letter from the Director of Records and Registrar. The student then has the next term enrolled to achieve the GPA standing for credit hours attempted.

Failure to meet the minimum GPA during the probation term will result in the student's being terminated from veterans' benefits and other areas requiring evidence of satisfactory progress. A veteran student who is dropped or who withdraws from all courses when taking two or more courses will be placed on academic probation the next term enrolled.

Upon referral to Student Development for counseling, students making unsatisfactory progress may be provided other learning options or may continue in a limited number of classes.

ACADEMIC PROBATION PROCEDURES

The first semester the student is on academic probation he or she must earn the grade point average (GPA) standard for total credit hours attempted in his or her current major. The student will have one semester (spring or fall) and the summer session to meet the required grade point average for his or her current major. Failure to do so will result in suspension for the next semester. When the GPA requirement is met for total credit hours attempted in the student's current major, the student will be removed from academic probation.

The grade point average will be computed after each semester and summer session, and the student will be notified of the exact grade points needed. If a student is on academic probation and withdraws after payment of fees for the term, that term will be counted as one of academic probation.

Example 1: A student who does not meet the academic requirements according to the number of credit hours attempted in his or her current major by the end of fall semester will be placed on academic probation for spring semester. If at the end of spring semester the student still has not met the GPA requirements for total credit hours attempted including spring semester, the student will be suspended unless he or she opts to attend summer session. At the end of summer session, the student must be off academic probation or he or she will be suspended for one semester.

Example 2: After spring semester a student who has not met the required GPA for his or her current major is placed on academic probation. That student may use the summer session to meet the required GPA. If at the end of the summer session the GPA has not been met, the student will remain on academic probation for fall semester. At the end of fall semester the student must have met the required GPA or the student will be suspended for one semester. If the student does not attend the summer session and does not meet the academic probation requirements at the end of fall semester or the next semester of enrollment, he or she will be suspended for one semester.

REINSTATEMENT FROM ACADEMIC SUSPENSION

The student must request in writing to the Dean of Students consideration for reinstatement after having been on suspension for a minimum of one term.

If after reinstatement to a program a determination is made through counseling with the student that a change of program would be in the best interests of the student, a recommendation will be made to the Dean of Students that the student be permitted to complete a Request for Change in Curriculum Program form.

GRADE FORGIVENESS PROCEDURE

Any Stanly Community College student who has experienced a lapse of enrollment at the College for a period of three consecutive academic years may, upon reenrollment, make a request with the Director of Records and Registrar to have prior course work forgiven. The following criteria must be met:

1. The student must first complete at least 12 semester hours of credit with a 2.00 grade point average before requesting grade forgiveness.
2. The request must be made during the subsequent semester (excluding the summer session) after the 12 semester hours have been completed.
3. Prior course work must be at least three years old.
4. Only prior courses with grades below a "C" will be eligible for grade forgiveness.
5. The student must complete a Grade Forgiveness Request form, which is available in the Student Development Office.
6. Only one grade forgiveness request will be accepted per student. If the request is approved, the record of the earlier course work affected remains on the student's transcript but is not calculated in the cumulative grade point average. Eligibility for student financial aid is subject to satisfactory academic progress requirements based upon all academic work attempted.

In instances in which grade forgiveness is granted for courses completed at Stanly Community College and then transferred to another college or university, the receiving institution is not required to disregard those course grades. Other colleges or universities may elect to include the grades forgiven in computing the student's grade point average, possibly disqualifying the student from consideration for admission.

HONORS AND AWARDS

Academic Honors

Each student enrolled in a curriculum program leading toward a degree, a diploma, or a certificate is eligible for the Academic Honors lists. Special credit students are not eligible for Academic Honors.

President's List: students who complete in a semester a minimum of 12 credit hours and earn a 4.0 grade point average

Dean's List: students who complete in a semester a minimum of 12 credit hours and earn at least a 3.50 grade average with no grade lower than "C" or an "Incomplete"

Honors List: students who complete between 6 and 11 credit hours in a semester and earn at least a 3.50 or higher grade point average

Commencement Awards

Graduating students having a cumulative major GPA of 3.50 or higher are recognized at graduation ceremonies by the notation in the commencement program and by the wearing of gold cords.

The President's Leadership Award was established by the Stanly Community College Student Government Association in 1980. This award is presented to the graduating student who has excelled in providing leadership to fellow students, to the College, and to the community.

The Outstanding Graduate Award is awarded to students enrolled in a curriculum program who have earned a 3.0 or higher GPA at the end of the term prior to graduation. The program head and instructors from each curriculum may nominate one student from their curriculum and will write an essay on the topic "Why This Student Should Receive the Outstanding Graduate Award."

The Director of Records and Registrar will notify the nominee of his or her nomination as the Outstanding Graduate. The nominee will be required to submit to the Director of Records and Registrar a typewritten essay using the topic "What Makes You An Outstanding Graduate" and will be interviewed by a selection committee. The selection committee will choose the students to receive the Outstanding Graduate awards. The Outstanding Graduates will be the commencement speakers.

GRADUATION REQUIREMENTS

All students are required to file an application for graduation prior to October 31 for May graduation. Applications for graduation are available from the Director of Records and Registrar.

The following requirements are established for the Associate in Arts degree, the Associate in Science degree, the Associate in Applied Science degree, the diploma, and the certificate:

1. Successfully pass all course requirements in major with an overall major grade point average of 2.00 or higher.
2. Complete an application for graduation prior to October 31 for May graduation.
3. Pay a graduation fee at the time of registration for the last semester of enrollment.
4. Earn at least one-fourth of the credits required for a degree, diploma, or certificate from Stanly Community College.
5. Fulfill all financial obligations to the College.
6. Be present for graduation exercises. Graduation exercises are held at the end of the spring semester on the date published in the Academic Calendar. In cases of unavoidable circumstances, exceptions to this requirement may be granted by the Dean of Students. (See Graduation in Absentia.) During graduation exercises, candidates must be dressed in proper academic attire as determined by the President of the College.

GRADUATION IN ABSENTIA

A written request for permission to graduate in absentia must be filed with the Dean of Students no later than fourteen days prior to commencement exercises.

Students with approved absences must make arrangements with the Director of Records and Registrar to receive the degree, diploma, or certificate. A degree, diploma, or certificate will not be mailed.

Students with unapproved absences will be required to pick up their degree, diploma, or certificate from the Director of Records and Registrar after a written request has been approved by the Dean of Students.

COLLEGE STUDENT SUCCESS (ACA 111) EXEMPTION GUIDELINES

Students who have completed 20 or more quarter credit hours or 12 or more semester credit hours at SCC or another college or university may be exempt from ACA 111—College Student Success. Also, students who have taken and passed a comparable course at another institution will receive transfer credit for ACA 111.

RELEASE OF STUDENT RECORDS AND INFORMATION

All student records are held confidential by the institution with the exception of directory information. (See Student Records and Privacy Rights section of this catalog.) Placement credentials, transcripts, and other pertinent information will be made available only upon written request of the student. A statement authorizing release must be signed by the student before a transcript or any other information will be sent to other colleges, employers, or other agencies. Authorization for Transcript Requests forms are available in the Records Office. Transcripts will not be released for a student who has an outstanding financial obligation to the institution or under other signed agreement situations.

STUDENT RECORDS AND PRIVACY RIGHTS

The Family Educational Rights and Privacy Act of 1974 as amended sets forth requirements designed to protect the privacy of student educational records. The law governs access to records maintained by educational institutions and the release of information from those records.

Copies of the Act and the Federal Regulations adopted pursuant to it are available for persons to examine in the office of the Director of Records and Registrar.

Definition of Education Record

With certain exemptions as listed below, the term “education records” refers to those records, files, documents, and other materials that contain information directly related to a student

and are maintained by any employee or agent of the College. The following categories of information are exempt and are not considered to be “education records”:

1. Records made by College personnel that are in the sole possession of the maker and that are not accessible by or revealed to any other person
2. Medical and counseling records used solely for treatment
3. Records related to a former student (alumni records)

All records pertaining to students that are maintained by College offices are official College records and, as such, remain the property of the College.

Each College unit has an obligation to keep a record of requests and disclosures of student record information except when the request is from the student, from a College official with a legitimate educational interest, from someone requesting directory information, or when related to a request with consent from the student. Students have the right to review this record of requests and disclosures of student record information.

Right to Inspect and Review

Students are granted the right to inspect and review all of their education records except the following:

1. Financial records of parents
2. Confidential letters and statements of recommendations placed in education records prior to January 1, 1975
3. Confidential letters and statements of recommendations for admission, employment, or honorary recognition placed in education records after January 1, 1975, for which students have waived their rights of access

Waiver of Rights of Access

Students may waive their rights of access to confidential letters and statements of recommendation. Even if the student signs a waiver, upon request the names of all persons making confidential recommendations will be made available. Employees or agents of the College may not require a student to waive his or her right of access for receipt of College benefits or services.

Procedures for Inspection and Review

Requests to review records must be made separately in writing to each office maintaining records. That office has 45 days to respond to requests to review and inspect. However, arrangements will be made as expeditiously as possible.

Information contained in education records will be fully explained and interpreted to students by College personnel assigned to and designated by the appropriate office.

Students have the right to review only their own records. When a record contains information about more than one student, disclosure cannot include information regarding the other student(s).

Right to Challenge Information in Records

Students have the right to challenge the content of their education records if they consider the information contained therein to be inaccurate, misleading, or inappropriate.

This process includes an opportunity for amendment of the records or insertion of written explanation by the student into such records.

The right to challenge a grade does not apply under the Act unless the grade assigned was inaccurately recorded, under which condition the record will be corrected.

Procedures for Hearings to Challenge Records

Students challenging information in their records must submit in writing a request for a hearing to the Director of Records and Registrar listing the specific information in question and the reasons for the challenge.

Hearings will be conducted by a College official who does not have a direct interest in the outcome of the hearing. Students shall be afforded a full and fair opportunity to present evidence relevant to the reasons for the challenge, as noted in the Right to Challenge Information in Records section of this catalog. The hearing officer will render a decision in writing noting the reasons and summarizing all evidence presented within a reasonable period of time after the challenge is filed.

Should the appeal be in favor of the student, the record shall be amended accordingly. Should the request be denied, the student may choose to place a statement with the record commenting on the accuracy of the information in the record and/or setting forth any basis for inaccuracy. When disclosed to an authorized party, the record will always include the student's statement and notice of the Board's decision as long as the student's record is maintained by the College.

Consent for Release Required

Written consent must be obtained from students for the release of information from education records specifying what is to be released and to whom with a copy of the record sent to the student if he or she so desires.

Release Without Consent

The requirement for consent does not apply to the following:

1. Requests from faculty and staff of Stanly Community College who have a legitimate educational interest on a "need-to-know" basis, including student employees or agents of the College as necessary to conduct official business as authorized by the Director of Records and Registrar. Legitimate educational interest includes performing a task

related to the regular duties of the employee or agent, the student's education, the discipline of a student, a service or benefit for the student, or maintaining safety and security of the campus.

2. Requests in compliance with a lawful subpoena or judicial order.
3. Requests in connection with a student's application for or receipt of financial aid.
4. Requests by state authorities and agencies specifically exempt from the prior consent requirements by the Act, such as organizations conducting studies on behalf of the College if such studies do not permit the personal identification of students to any persons other than to representatives of such organizations and if the personal identification data is destroyed when no longer needed.
5. Information submitted to accrediting organizations.
6. Requests by parents of a dependent student as defined in Section 152 of the Internal Revenue Code of 1954.
7. In case of emergencies, the College may release information from education records to appropriate persons in connection with the emergency if the knowledge of such information is necessary to protect the health or safety of a student or other persons.
8. To authorized federal officials who have need to audit and evaluate federally supported programs.
9. The results of any disciplinary proceeding conducted by the College against an alleged perpetrator of a crime of violence to the alleged victim of that crime.
10. Requests for "directory information." (See Directory Information section of this catalog.)

The College reserves the right to verify the accuracy of any information contained in what purports to be an official College document (e.g., a transcript or diploma) or information that is provided to a third party. In addition, degrees, majors, and any honors are considered public information as they are conferred in a public ceremony.

Directory Information

Stanly Community College has designated the following information about students as public (directory) information:

1. name and date of birth
2. program of study (majors, including campus location)
3. enrollment status (i.e., full-time, part-time, withdrawn)
4. terms of enrollment
5. previous educational agencies or institutions attended
6. participation in officially recognized activities
7. awards, honors, degree(s) conferred

Students have the right to have this directory information withheld from the public if they desire. Each student who wants all directory information to be withheld shall so indicate by completing a Request to Prevent Disclosure of Directory Information Form, which may be

obtained from the Student Development Office or the Records Office. At least ten days should be allowed for processing these requests.

The College receives many inquiries for “directory information” from a variety of sources, including friends, parents, relatives, prospective employers, other institutions of higher education, honor societies, licensing agencies, government agencies, and the news media. Each student is advised to consider carefully the consequences of a decision to withhold information.

It is the policy of Stanly Community College to make student names, addresses, and telephone numbers available to groups for a fee when deemed appropriate. Requests from commercial interests will not be considered. A written request for this information should be made to the Dean of Students within thirty days of the need for this information. The Dean of Students will make a final determination on releasing this information. The written request should include the type of data requested, the type of sorting required, etc.

Upon approval of the request, ten working days should be allowed for the information to be produced. The information will be provided on a computer disk using a common word processing software program. The fee charged would be based upon the amount of staff time involved in producing the data requested. The minimum fee will be \$100 for the first hour of time with a charge of \$50 per hour assessed for each additional hour or portion of an hour thereafter.

Complaints, Concerns, or Suggestions

Any student who has reason to believe that the College is not complying with the Act or this policy should inform the Director of Records and Registrar in writing. The Director of Records and Registrar shall promptly review all such allegations.

Type, Location, and Custodian of Student Records

Questions regarding individual student records should be directed to the appropriate location:

<u>Type of Record</u>	<u>Location</u>	<u>Custodian</u>
Admission	Admissions Office Patterson Building	Director, Admissions
Academic	Records Office Patterson Building	Director, Records and Registrar
Financial Aid	Financial Aid Office Patterson Building	Director, Financial Aid and Veterans Affairs
Job Placement	Job Placement Office Patterson Building	Job Placement Officer
Progress	Advisor’s office	Program Advisor

CHANGE OF NAME, ADDRESS, AND DIRECTORY INFORMATION

Students are responsible for notifying the office of the Director of Records and Registrar of all name and address changes as well as other directory information. This is necessary to keep all records in proper order and to assist in the processing of student requests and records.

STUDENT RIGHTS AND RESPONSIBILITIES

Students at Stanly Community College are considered to be mature adults who enter classes voluntarily. By entering classes, students take upon themselves certain responsibilities and obligations that include an honest attempt at academic performance and social behavior consistent with the lawful purpose of the College. Students maintain all legal rights of citizenship while enrolled and are expected to remember that they are living in a democratic situation. The reputation of the College rests upon the shoulders of students as well as on the administration, staff, and faculty; and it is hoped that each student will maintain high standards of citizenship. The campus and College will not be a place of refuge or sanctuary for illegal or irresponsible behavior. Students, as all citizens, are subject to civil authority on and off the campus. Common courtesy and cooperation make the above suffice for a long list of rules and regulations.

SEXUAL HARASSMENT POLICY

The sexual harassment policy of the College does not tolerate the request for sexual favors or any unwelcome verbal or physical conduct of a sexual nature by an employee or student. Anyone who violates this policy will be disciplined as set forth in the policy. The complete Sexual Harassment Policy may be found in the student handbook/calendar. A copy of the policy may also be obtained from the office of the Dean of Students.

STUDENT CODE OF CONDUCT

Stanly Community College reserves the right to maintain a safe and orderly educational environment for students and staff. Therefore, when in the judgment of College officials a student's conduct disrupts or threatens to disrupt the College community, appropriate disciplinary action will be taken. The purpose of this code is not to restrict student rights but to protect the rights of individuals in their academic pursuits.

The following rules of conduct prohibit certain types of student behavior:

1. Academic dishonesty—taking or acquiring possession of any academic material from a College employee or fellow student without permission; receiving or giving help during tests; submitting papers or reports as originals that are not the student's own; plagiarism.

2. Theft of, misuse of, or damage to College property or theft of or damage to property of a member of the College community or a campus visitor; unauthorized entry into a College facility or unauthorized presence in a College facility after closing hours.
3. Violation of the Drug and Alcohol Policy, which in part reads: “Stanly Community College prohibits the unlawful use, possession, distribution, manufacture, or dispensation of any controlled substance or alcohol while on campus, facilities leased by the College, or at College-supported functions.” (This policy is distributed to all students during the registration process. The policy may also be obtained from the office of the Dean of Students.)
4. Lewd, indecent, or offensive conduct or clothing including public physical or verbal action or distribution of obscene or libelous material.
5. Mental, physical, or verbal abuse of any person (employee or student) on campus or at campus-sponsored functions.
6. Any act, comment, or behavior that violates the College policy on sexual harassment. (The Sexual Harassment Policy may be found in the student handbook/calendar or may be obtained from the office of the Dean of Students.)
7. Possession or use of a firearm, incendiary device, or explosive except in connection with a College-approved activity. This is inclusive of any unauthorized use of any instrument designed to inflict serious bodily injury to any person. Restrictions on the possession of a firearm do not apply to on-duty law enforcement personnel.
8. Forgery, alteration, or misuse of College documents, records, or instruments of identification with intent to deceive.
9. Violation of a local, state, or federal criminal law on College premises.

The President and the Dean of Students are authorized to suspend immediately any student who violates the rules of conduct. A student who has been suspended will receive a hearing with the Dean of Students within five days of suspension. After discussing the alleged infraction(s) with the student, the Dean may act as follows:

1. Drop the charges.
2. Impose a sanction consistent with those shown under the section entitled Sanctions.
3. Refer the student to a community agency for services.

In instances in which the student cannot be reached to schedule an appointment with the Dean or when the student refuses to cooperate, the Dean shall send a certified letter to the student’s last known address. The letter must provide the student with a list of charges, the Dean’s decision, and instructions governing the appeal process.

Sanctions

1. Reprimand: a written communication that gives official notice to the student that subsequent offense against the Student Code of Conduct will carry heavier penalties because of this prior infraction.
2. Restitution: paying for damaging, misusing, destroying, or losing property belonging to the College, College personnel, or students.

3. Loss of academic credit or grade: imposed as a result of academic dishonesty.
4. Interim suspension: exclusion from class and/or other privileges or activities as set forth in the notice until a final decision has been made concerning the alleged violation.
5. Suspension: exclusion from class(es) and/or all other privileges or activities of the College for a specified period of time. Students who receive this sanction must get specific written permission from the Dean of Students before returning to campus.
6. Expulsion: dismissal of a student from campus for an indefinite period. The student loses his or her student status. The student may be readmitted to the College only with the approval of the President.

Appeals Procedure

A student who disagrees with the decision of the Dean of Students may appeal the decision to the President. This request must be submitted in writing to the Dean within three working days after receipt of the Dean's decision.

The President has the authority to:

1. Hear from the student and the Dean before ruling on the appeal.
2. Approve, modify, or overturn the decision of the Dean.
3. Inform the student in writing of the final decision within ten working days of the receipt of the appeal.

The President's decision will be final.

STUDENT GRIEVANCE POLICY

Grievances of students will be handled by the Dean of Students. The purpose of the student grievance procedure is to provide a system to channel student complaints against faculty and staff concerning the following:

1. Alleged discrimination on the basis of age, sex, race, handicap, or other conditions, preferences, or behavior, excluding sexual harassment complaints.
2. Sexual harassment complaints should be directed to the Dean of Students. Because of the sensitive nature of this kind of complaint, a conference with the Dean will replace the first step of the grievance procedure. The Dean will counsel with the student to determine the appropriate action that is required. If the grievance is not resolved after this meeting, then the remainder of the grievance policy will be followed.
3. Academic matters, excluding individual grades, with which students have a grievance.

Procedures

1. The student must go to the offending employee, except in sexual harassment complaints, within ten school days. A conference with the employee will be held to resolve the matter informally at this level.

2. If the informal conference does not resolve the matter, the student may contact the Dean of Students and file a written grievance. The Dean of Students will explain the grievance process to the student and provide him or her with a grievance form. The completed form must be returned to the Dean within five class days after satisfying the first step. The Dean will refer the grievance to the immediate supervisor of the employee involved. The supervisor shall respond in writing to the student within five class days of receipt of the grievance form.
3. If the written statement of the supervisor does not satisfy the grievant, the Dean of Students and the Vice President or the Dean of the employee's supervisor will hear the appeal. To enter this step the student must submit a written request within five class days after receiving the written response of the supervisor. The request shall include (1) a copy of the original grievance form, (2) a copy of the supervisor's response, and (3) the reason the supervisor's response is unsatisfactory. The employee against whom the grievance was filed shall be given an opportunity to respond in writing to the Dean of Students.

The administrators will hear the grievance, review all written information, and interview any persons necessary to render a written decision within five working days. The decision will be forwarded to the grievant and other persons involved.

4. The decision of the administrators may be appealed to the President by either party involved within five working days of the decision. The President shall review all information, interview all parties, and conduct any additional inquiries that are deemed necessary to render a decision within five working days of receipt of the appeal.
5. The President's decision may be appealed to the Board of Trustees by either party involved within five working days of the President's decision.

The Board of Trustees or a committee of the Board shall review any information to date, conduct whatever additional inquiries are deemed necessary, and render a decision within twenty working days of receipt of the appeal.

STUDENT LIFE

The Student Development Office encourages each student to become fully aware of every opportunity available through Stanly Community College. Student Development includes admissions, records, guidance and counseling, testing, financial aid, student activities, placement, and follow-up.

STUDENT HANDBOOK/CALENDAR

The Coordinator of Admissions and Student Activities prepares a student handbook/calendar on an annual basis and issues it at orientation and throughout the year. The publication contains information on registration, procedures, and policies of the College. Students are expected to understand the contents of the handbook/calendar.

COUNSELING SERVICES

A major role of Stanly Community College is to assist students in making the transition to the College. Individualized counseling sessions may be arranged to discuss a student's interests, aptitudes, vocational goals, or academic and personal problems. Such conferences are confidential.

Students are encouraged to visit a counselor's office any time a problem arises that could affect progress in their studies. Counseling services are provided in both day and evening hours.

Upon application to the College, each student in a curriculum program is assigned a faculty advisor who is available to help with situations related to the student's academic work. The advisor serves as a direct link between the student and the successful completion of the student's program of study.

Student Development/Institutional Support Services

TUTORIAL SERVICES

Free tutorial service may be available to supplement classroom instruction for those students who need extra help. Tutoring is provided by peer tutors, who have been trained by the College, on an arranged basis through the Student Success Center. Any student may request tutoring. It is suggested that the student request tutoring early in the semester.

STUDENT SUCCESS CENTER

The goal of the Student Success Center is to improve each student's educational path, making the journey a little smoother and less stressful. Specialized software is available in anatomy and physiology, mathematics, English, biology, Spanish, study skills, ESL, and computer networking. A library of supplemental textbooks is available, and a collection of videotapes on study skills development and/or content skills may be reviewed in the Center.

Students who wish to improve their ASSET placement scores may visit the Center and review basic concepts in mathematics, English, and reading using the PLATO software. With the testing coordinator's permission, students may schedule to take the computerized version of the ASSET test—the COMPASS test—in the Center. The Student Success Center staff members are aware of the many types of learners and have resources in place to accommodate each type.

TESTING SERVICES

The Career Center at Stanly Community College offers a variety of career services to students including career counseling, interest testing, an educational and career information library, computerized guidance software programs, and career planning services.

Students desiring to take an interest test or personality inventory may do so by contacting the Career Center, which is located in the Patterson Building. Assessment services include inventories such as the Strong Interest Inventory, the Self-Directed Search, the Myers-Briggs Type Indicator, the NC CAREERS guidance software program, and the CHOICES CT computerized guidance program. There is no charge to students for these career testing services.

SERVICES FOR STUDENTS WITH DISABILITIES

Parking

Students who are temporarily disabled or physically challenged and who require a special Handicapped Parking Permit should see the Dean of Students. Permits are assigned on a temporary basis. Individuals with permanent disabilities are required to contact the North Carolina Division of Motor Vehicles for a permanent tag or rear mirror sign.

Academic Provisions

It is the intent of the College that all courses be accessible to all qualified students. It is the student's responsibility to make his or her disability known. The student must request special accommodations at least sixty days prior to enrollment. To determine the student's eligibility for special accommodations, official documentation describing the disability will be required of any student requesting such accommodation. Official documentation may include results of medical, psychological, or emotional diagnostic tests or other evaluations conducted by authorized professional(s) verifying the disability and the need for special accommodation.

HEALTH SERVICES/FIRST AID

Each student is required to submit a health statement on application for admission, which becomes part of his or her permanent record. Students enrolled in certain programs are made aware of the Bloodborne Pathogens Policy and Procedures of the College.

The College maintains no health facilities other than first aid kits. The kits may be found in all shop areas and in the Student Development Office. Injuries requiring more than minor first aid will be referred to local physicians. In case of emergency the College switchboard operator should be notified, who may then call a physician or ambulance service at the student's expense.

HOUSING

Stanly Community College does not operate dormitory facilities, nor does it assume responsibility for housing. The Director for Admissions will assist perspective students in locating area realtors. All arrangements for housing are the responsibility of the student and the landlord.

JOB PLACEMENT

The Job Placement Office of Stanly Community College exists to serve the employment needs of both current and former students of the College. As they approach graduation, students of SCC are encouraged to contact the Job Placement Office for any assistance they may need in locating suitable employment. Placement services available include job referrals, resume preparation, mock or practice interviews, and printed materials covering the job-seeking campaign. Currently enrolled students in search of part-time employment may find local job opportunities with flexible hours.

While the College can make no guarantee that each graduate will be placed immediately in a job of his or her choosing, the Job Placement Office can be an excellent source of job leads and tips that may prove to be helpful in the job search. The Job Placement Service is located in the Student Development Office.

The local Employment Security Commission office also maintains operating hours on campus each week.

FOOD SERVICES

A hot food service is located in the Webb Student Center. Service America Corporation contracts with the College and operates the service Monday through Friday from 7:30 a.m. until 1:30 p.m. There is no hot food service provided between semester breaks. Vending machines are also located in the area for the convenience of evening students.

WEBB STUDENT CENTER

Students are encouraged to use the Webb Student Center as a place to talk, eat, and relax. The area provides an opportunity for students, faculty, and staff to socialize in an informal atmosphere. Billiards, ping-pong, wide screen television, and video games are available in the Webb Student Center. No food or drink is allowed in the recreation room. Individuals who need a quiet place to study should use the Learning Resources Center in the Snyder Building.

ACTIVITIES

Socials, cookouts, and other leisure activities are planned for both day and evening students by the Student Government Association under the supervision of the Dean of Students.

Each Monday and Wednesday from 12 noon until 1 p.m. is blocked for activity hour. Students are encouraged to participate in SGA and/or other clubs and organizations.

STUDENT GOVERNMENT ASSOCIATION

The Student Government Association is composed of all curriculum students who are enrolled at Stanly Community College. Members are encouraged to be active participants in student affairs and to voice opinions and thoughts through their representatives.

All extracurricular activities are coordinated through the Student Government Association and the Student Development Office. During the spring term the president and other Student Government Association executive officers are elected. Departmental representatives are elected in a campus-wide election in the fall. One representative is also elected from each campus club. An administrative advisor and faculty advisors serve to assist the Student Government Association with its activities.

The Student Government Association sponsors activities that enhance student campus life. Students are involved in school affairs with active participation on various advisory and standing committees.

The President of the Student Government Association serves as an ex-officio member of the Board of Trustees. The Stanly Community College Student Government Association

actively participates in the North Carolina Comprehensive Community College Student Government Association (N4CSGA).

CLUBS AND ORGANIZATIONS

With the Student Government Association open to all students and other clubs and organizations geared more to specific interest groups, extra classroom interests are available for the majority of Stanly Community College students.

Student clubs and organizations are chartered under the umbrella of the Student Government Association and represent a large number of students with diverse interests who are active on campus. These include Cosmetology Club, Criminal Justice Club, Early Childhood Club, Human Services Club, International Club, Medical Assisting Club, Nursing Association, Occupational Therapy Club, Phi Beta Lambda, Phi Theta Kappa, Respiratory Therapy Club, Student Government Association, and Technology Club.

◆ Phi Theta Kappa

Phi Theta Kappa is a 75-year old honor society that was founded to recognize and encourage scholarship among two-year college students. The society awards numerous scholarships and presents opportunities for students to demonstrate excellence in a variety of formats, such as Phi Theta Kappa's Honors Programs, leadership conferences, and annual conventions. In addition, each member will wear the Phi Theta Kappa gold stole and tassel during graduation ceremonies, will have the gold seal on diplomas, and will receive notation of membership applied to the student transcript.

Membership in Phi Theta Kappa is a highly coveted honor that will enrich the student's life while attending Stanly Community College and will remain a prestigious part of his or her professional life as further education and/or career goals are pursued. Students must earn a 3.75 cumulative GPA, must maintain a 3.50 GPA, and must have completed 15 semester hours credit to be invited to join Phi Theta Kappa.

RECREATION

Stanly Community College has recreational equipment and facilities available on campus. The equipment for volleyball and basketball may be checked out from the office of the Coordinator of Admissions and Student Activities, which is located in Student Development. Pool and ping-pong tables are located in the recreation room.

INCLEMENT WEATHER

During periods of inclement weather, Stanly Community College will close when conditions are hazardous. The decision will be broadcast by area radio and television stations. Students are urged not to call the news media or members of the College staff.

All extracurricular activities will be canceled when it is necessary to cancel classes due to adverse weather.

STUDENT PUBLICATIONS

Students at Stanly Community College may exercise their freedom of expression through faculty/staff-sponsored newspapers, newsletters, and other publications. All publications must be approved by a faculty/staff advisor and the office of Student Development.

TRAFFIC REGULATIONS

Students, employees, and visitors of the College are expected to drive carefully and courteously and to obey all state and campus traffic regulations while on campus. A speed limit of 20 miles per hour is observed by all vehicles while on campus.

PARKING REGULATIONS

Students may use any of the designated parking areas. New parking lots on campus will be developed as needed and as resources are available.

Handicapped parking is marked off and should be used by persons with disabilities. Persons using these spaces should have a permanent tag, rear mirror sign, or a temporary permit issued by Student Development.

Students and employees should not park in the visitor parking spaces in front of the Patterson Building. Tickets for parking violations are issued, and fines are payable in the Business Office (\$5 per ticket). Students owing parking fines will not be allowed to register for the following semester.

CHILDREN ON CAMPUS

Children are not allowed to accompany a parent to class or to be left unattended anywhere on campus. The College assumes no liability for injuries incurred by children on campus.

CAMPUS CRIME REPORT

Under the Student Right-to-Know and Campus Security Act of 1990, Stanly Community College must report the crime incidences, if any, each year. The following is a three-year comparison of crime on campus:

	<u>1997-1998</u>	<u>1998-1999</u>	<u>1999-2000</u>
Murder	0	0	0
Rape	0	0	0
Robbery	0	0	0
Aggravated assault	0	0	0
Burglary	0	0	1
Auto theft	0	0	0

STUDENT GOVERNANCE POLICY

Stanly Community College supports the role of the student by encouraging Student Government Association (SGA) involvement, the placement of students on select College committees, and the placement of the SGA President as a nonvoting member on the Board of Trustees. Students may also serve on ad hoc committees as appointed by the President or the Dean of Students.

The jurisdiction of the SGA is to represent the student body as detailed in the SGA Constitution.

SOFTWARE COPYRIGHT POLICY

Stanly Community College does not condone or permit the use of any illegal copyrighted software on any computer owned by the College.

Students wanting to load software or data files onto College computers must get permission from the appropriate program head. Students must remove the software from the computer after a designated time as specified by the program head. Additionally, students are prohibited from copying commercial software packages from SCC computers. Any student who is found in violation of these policies will be subject to appropriate disciplinary action up to and including withdrawal from the course and/or program. The student could also be reported to the appropriate company for software copyright violations.

TOBACCO USAGE

Tobacco usage inside buildings on SCC campus in any form is prohibited. Smoking is permitted outside on the grounds. Students and visitors are encouraged to use ashtrays and trash cans for proper disposal of smoking materials.

CONTAGIOUS DISEASES AND BLOODBORNE PATHOGENS

Students and employees of the College who may become infected with the AIDS virus or other contagious diseases have the responsibility for reporting this fact to the Dean of Students or the Vice President of Instruction. This information will remain confidential and will be shared only with the direct knowledge of the student or employee. The College will make every effort to respond to the health and educational needs of persons who have or may have a communicable disease.

Medical research has established that the AIDS virus is not easily transmitted or contracted, but there are compelling reasons to observe basic precautions in life styles and relationships. Information about this is available through the office of the Director of Counseling Services on campus, through Public Health Departments, and from doctors.

DRUG AND ALCOHOL POLICY

In compliance with the Federal Drug Free Workplace and Drug Free Schools and Campuses Regulations, Stanly Community College prohibits the unlawful use, possession, distribution, manufacture, or dispensation of any controlled substance or alcohol while on campus, facilities leased by the College, or at College-supported functions. Anyone violating this policy will be subject to disciplinary action. The policy is distributed to all students during the registration process. The policy may also be obtained from the office of the Dean of Students.

DRUG AND ALCOHOL ABUSE AWARENESS PREVENTION PROGRAM

There is a Drug and Alcohol Awareness Display Center outside of the Student Development Office on the first floor of the Patterson Building. Students may receive free information from the center. Interested persons who need additional information or counseling are encouraged to speak with a College counselor or call the College and speak with a counselor anonymously. Below are telephone numbers for obtaining additional information about drugs and alcohol abuse:

- Piedmont Area Mental Health 983-2117
- Stanly Memorial Hospital 983-5111
- National Institute of Drug Abuse (NIDA) 1-800-638-2045
- Cocaine Hotline 1-800-COCAINE

Special Program Offerings

COOPERATIVE EDUCATION

Cooperative education or co-op is a program combining in-class academic study with practical work experience. The student has the opportunity to obtain work experience that is related to his or her chosen program of study at Stanly Community College through a supervised learning plan with a participating employer in business, industry, government, and service agencies.

The main objective of cooperative education is to bridge the gap between theory and practice by allowing the student to apply skills learned in the classroom to practical on-the-job learning situations. This joint venture between the College and participating employers extends the student's educational experiences and provides a complete educational program.

In addition, the co-op student will have the opportunity to gain hands-on experience with state-of-the-art technology, work with people from different educational backgrounds, earn money to help pay for his or her education, and make contacts for permanent employment upon graduation.

Eligibility

To be eligible to participate in the cooperative education program, students must meet the following minimum requirements:

1. Complete one semester of college work
2. Maintain a grade point average of 2.0 or higher
3. Be recommended for co-op participation by the Co-op Faculty Coordinator
4. Have the approval of the Director of Cooperative Education

Any additional requirements for co-op participation are noted in the Programs of Study section of this catalog.

Application Procedure

Interested students must obtain an application from the Office of Cooperative Education and make an appointment with the Director. Upon approval, student resumes will be sent by the Director to prospective co-op employers for consideration for job slots. The employer selects students for the interview process and makes the decision to offer a co-op position to the student of choice.

In some cases students may be permitted to use their current jobs for co-op. Such employment must meet all co-op criteria as determined by the Director.

Academic Credit

A minimum of 10 hours per week on the job (160 hours per semester) is required to qualify for 1 hour of credit. Credit may be applied toward graduation requirements or may be earned as additive or extra credit as indicated in the Programs of Study section of this catalog.

Registration

Students interested in participating in co-op should contact the Office of Cooperative Education for further information. The student must have the Director's permission before registering for co-op credit.

In the event that a student's health interferes with the student's co-op experience, the Director of Cooperative Education and the appropriate co-op faculty coordinator may require the student to submit written verification of current health from an appropriate health care provider. Upon consultation with the Vice President of Instruction and the review of the health care provider's written statement submitted by the student, the Dean of Students will advise the student of options available to him or her.

In the event that a student's behavior is not consistent with sound work practices and/or safety essential to the cooperative education position, the appropriate co-op faculty coordinator, the student's on-site supervisor, or the Director of Cooperative Education may remove the student from the co-op site immediately. The student would then be referred to the Dean of Students for discussion of options for the student.

COURSE-IN-A-BOX

A course-in-a-box is a videotaped course. All videos and materials for the course are rented at the beginning of the semester. A course-in-a-box allows the student to work at his or her individual pace, possibly completing the course before the end of the semester.

Students should expect the course-in-a-box to be as challenging or more so than traditional seated classes. Courses are designed to meet the same objectives as seated classes with minimal classroom time. Self-motivated, independent learners are encouraged to take course-in-a-box offerings. Students with different learning styles should seek the approval from the appropriate program head before registering for this alternative delivery mode.

On-campus orientation is required at the beginning of the semester.

HYBRID COURSES

Hybrid courses are designed to incorporate a variety of delivery methods, such as modules, telecourses, course-in-a-box, on-line, NCIH course, and/or traditional seated classes. Students need to seek the advice of the appropriate program head and the instructor of the multimedia delivery course to determine what learning style is most successful for the student.

On-campus orientation may be required at the beginning of the semester.

INTERNET/ON-LINE COURSES

In a continuing effort to better serve the student, Stanly Community College offers selected courses for delivery over the Internet. The student enrolled in an Internet/on-line course has access to a "virtual classroom," which is available to the student 24 hours a day, 7 days a week. All lectures and instructions needed for the course are available in the virtual classroom; links and references to learning materials are found there also. Students have the opportunity to ask questions of the instructor via e-mail. In turn, the instructor answers student questions and makes assignments through e-mail. On-line meeting sessions may be arranged for student discussions, and instructor on-line office hours may be scheduled at the discretion of the instructor.

The "virtual classroom" is designed to simulate the classroom experience for those students who do not wish to attend a traditional seated class. This offers flexibility to the student in terms of not having to attend a class at a set time each week as well as being able to spend whatever time is necessary on each instructional topic.

The successful student in an on-line learning situation is one who is self-disciplined and self-motivated. The student must also possess good problem-solving skills. A student considering taking classes via the Internet should examine his or her learning styles and consult his or her advisor.

Each student who enrolls in an Internet course must have independent access to the Internet and must have an e-mail account. In addition, the student must have a working knowledge of a word processing application, the operating system, and the Internet.

On-campus orientation may be required at the beginning of the semester.

NORTH CAROLINA INFORMATION HIGHWAY COURSES

North Carolina Information Highway (NCIH) courses provides unique opportunities to deliver or receive courses to or from other colleges. Students will receive instruction via the traditional seated classroom with the instructor or other groups of students located at distant sites.

All North Carolina Information Highway courses are conducted in the Interactive Video Room located in Room 226 of the Snyder Building. Students interested in NCIH courses should contact the appropriate program advisor for information and registration.

TELECOURSES

Each semester Stanly Community College provides a variety of instruction through the use of telecourses. A telecourse is a videotaped course that is broadcast from the Stanly Community College studio over the local public television station and/or the local public access cable channel. Most telecourses run for 13 weeks and have twenty-six 30-minute

television lessons. In addition, the telecourse will have a text, study guide, syllabus, and many of the same assignments contained in a traditional course.

Courses are designed to meet the same objectives as a traditional classroom course using an alternative mode. The student can expect the same workload in a telecourse that a traditional class would have. However, telecourses require very minimal classroom time. Telecourses are designed for students who are self-motivated, independent learners with a GPA of 2.5 or better.

Telecourses provide many students with the opportunity to take college credit courses who otherwise would not be able to do so because their schedules do not allow them to attend classes on campus on a regular basis. Telecourses have advantages that make them an attractive alternative. The freedom that comes with taking a telecourse is often the most attractive characteristic. Telecourses allow students to choose the time during which they will learn. Also, telecourses bring people and places into the home classroom that may not be possible in a traditional classroom setting.

Students in telecourses are encouraged to network with each other to provide support and assistance. Students are also strongly encouraged to contact the instructor whenever questions arise. The instructor acts as a guide in the learning process and is there to facilitate the student's mastering of the material. Students may be required to contact instructors via e-mail.

For additional information regarding telecourses, contact the Telecourse Administrator. Students should contact their advisors to register for telecourses. On-campus orientation is required at the beginning of the semester.

Adult Literacy Programs

ADULT LITERACY PROGRAMS

Students come to Adult Literacy classes for any number of reasons: to get a better job, to help their children with school work, to prepare themselves for college courses, to improve basic reading and math skills, or to get their high school diploma or GED. All of the classes are offered free of charge. Classes are held mornings, afternoons, and evenings at locations throughout Stanly County.

To qualify for admission, the following requirements apply:

1. Adults 18 years of age or older who have not completed high school or who need to improve basic skills are eligible to enroll in any of the College's Adult Literacy programs.
2. Individuals who are 16 or 17 years of age may be admitted to Adult Literacy Programs if they meet the following guidelines:
 - a. Submit an official withdrawal from the public schools and a waiver from the school superintendent's office if the withdrawal date is less than six months from the date the student wishes to enroll in Stanly Community College.
 - b. Submit a notarized petition signed by a parent or guardian.
 - c. Be in good standing prior to withdrawal from the public schools and not under suspension in the current school year.
3. A placement test will be administered to all students prior to their entry into class.
4. Students under the age of 18 who complete requirements for the Adult High School Diploma or GED Certificate will not be eligible to receive the diploma or certificate until their eighteenth birthday or until their former high school class has graduated.

ADULT BASIC EDUCATION (ABE)

Adult Basic Education classes focus on beginning reading and math skills. While some students come to these classes to learn to read for the first time, others attend in order to improve their reading skills so they can participate in civic or church activities or take part in teams or committees at work.

GENERAL EDUCATION DEVELOPMENT (GED)

GED classes prepare students to take the tests for the GED Diploma, which is equivalent to a high school diploma. Students in these classes study in the areas of writing, science, social studies, literature, and mathematics. Students who have already completed high school may also enroll in these classes to refresh their skills before entering college classes or applying for promotions at work.

ADULT HIGH SCHOOL DIPLOMA (AHS)

Adult High School Diploma classes offer students the opportunity to earn a high school diploma through a cooperative agreement between Stanly Community College and Stanly County Schools. Courses follow the North Carolina Department of Public Instruction guidelines. Students are given full credit for any units they have completed in high school, and they complete the units remaining for graduation on a self-paced basis.

ENGLISH AS A SECOND LANGUAGE (ESL)

English as a Second Language classes offer nonnative English speakers a chance to learn English and to improve their conversational English skills. Students may also prepare for the U.S. citizenship and TOEFL exams in these classes.

COMPENSATORY EDUCATION (CED)

Compensatory Education classes are designed for mentally handicapped adults. Classes are usually held on-site at facilities for these students and focus on integrating basic academic skills into daily life activities.

HUMAN RESOURCES DEVELOPMENT (HRD)

Human Resources Development is a jobs program for the unemployed or the underemployed. HRD is designed to work with persons who are presently unemployed and seeking work or who are interested in continuing their education. A high school diploma is not required to enroll in the program. During the classes students will be involved in career counseling and interest testing to help determine jobs or fields of study that best suit their personalities.

Corporate and Professional Education

CORPORATE AND PROFESSIONAL EDUCATION

The philosophy of the Division of Corporate and Professional Education is one of affording accessible education to those desiring to enhance their personal, professional, intellectual, and cultural growth. The opportunities for lifelong learning include programs and courses designed to meet the needs and interests of the professional, business, industrial, and civic communities.

A primary emphasis of the division is to assist in accelerating the economic development of the College's service area by providing customized instruction in business, industry, and public agencies. Students enroll in these programs to improve occupational credentials and to upgrade job-related skills.

The division is committed to supporting individuals in achieving their fullest potential in our ever-changing world of knowledge and skills. Courses, program offerings, and services are predicated on the idea of enhancing each individual's quality of life.

CLASS LOCATIONS

Many of these classes are held at the Corporate and Professional Education Center on the Stanly Community College campus; others are conducted or may be organized in surrounding communities or within particular businesses or industries throughout Stanly County.

ADMISSION

Admission to continuing/professional education classes is open to individuals 18 years of age or older. Individuals younger than 18 years old who are high school graduates or whose high school class has graduated may also enroll in continuing/professional education courses. High school juniors and seniors, sixteen years of age and older, may enroll with permission from high school officials. Most courses taught through continuing/professional education require no formal education requirements. Anyone interested in attending any continuing/professional education course may call the College for additional information. Applicants are accepted on a first-come, first-served basis.

FEES

Registration fees vary with the type of course offered. Fees are announced in the course schedule that is published for fall and spring semesters and the summer term. The registration fee may be waived for persons 65 years of age or older (except for a self-supporting class when all participants pay the same fee).

Other costs in continuing/professional education classes may include textbooks, computer lab fees, and/or equipment and tools. In a limited number of self-supporting classes and seminars, special fees may be charged.

REFUND STATEMENT

Refunds for continuing/professional education courses are processed on an individual course basis.

Please contact the Corporate and Professional Education Office for additional information regarding the refund policy.

COURSE REPETITION POLICY

Students who enroll in an occupational extension course more than twice within a five-year period must pay full student cost (\$4.96 x total hours) or the current state fee, whichever is higher. This includes senior citizens who enroll more than twice. The provision is waived if course repetition is required by standards governing certification or licensing that are directly job related.

MINIMUM ENROLLMENT REQUIRED

Normally, a course may be offered when a minimum number of persons enroll for the subject. The College reserves the right to cancel any course when an insufficient number of people register.

CONTINUING EDUCATION UNITS

The Southern Association of Colleges and Schools, of which Stanly Community College is an accredited member, has recommended that the Continuing Education Unit (C.E.U.) be used as the basic instrument of measurement for an individual's participation in noncredit classes, courses, and programs. One C.E.U. is defined as ten contact hours of participation in an organized continuing/professional education class. Continuing Education Units are offered for courses that are applicable to professional certification, license renewal, and many professional and occupational courses.

CLASS HOURS

Continuing/professional education classes are normally offered one or two times per week. (The number of weeks will vary depending on the type of class offered.) Class hours vary from one to eight hours per day or evening. Special programs may be scheduled at the convenience of the participants and the College.

OCCUPATIONAL EDUCATION

The division offers vocational, technical, and business courses designed to provide both additional knowledge applicable to the student's present occupation and training for occupations in which skill and knowledge requirements are in transition due to technological advances. These include courses for business and management, fire service training, emergency medical services training, law enforcement training, health occupations,

management and supervisory development, and technical and vocational advancement and upgrading.

NEW AND EXPANDING INDUSTRY TRAINING

The division stimulates the creation of challenging and rewarding jobs for the citizens of our area by developing training resources and integrating those resources into a comprehensive education service for both companies new to Stanly County and existing companies involved in major expansion efforts.

IN-PLANT TRAINING

A variety of training courses taught at the client's plant or office is offered by the division. Instructors may be chosen from either the College faculty or the client's staff. Depending on the nature of the training, instruction may be at the employee's work station or at a separate work station. By offering comprehensive on-site instruction, the division assists employees in gaining the required occupational skills as quickly as possible.

FOCUSED INDUSTRY TRAINING PROGRAM

The Focused Industry Training Program serves manufacturing industry through the provision of funding for programs that are of low enrollment and that, consequently, cannot be served through traditional occupational training programs. The program provides needs assessment for the training of skilled and semiskilled workers, consultation and planning assistance to industries related to training needs, and customized training for individual industries or occupational groups.

SMALL BUSINESS DEVELOPMENT CENTER

Now, and in the future, the opportunity for entrepreneurial endeavors will continue to increase. In response, an increasing number of organizations are being formed to aid these small businesses in innovative ways. The division's Small Business Development Center is part of this network in the North Carolina Community College System. The Center helps the local community by providing one-on-one counseling, monitoring the needs of area small businesses, offering classes and seminars to meet those needs, and working with other agencies that provide assistance.

COMMUNITY SERVICE EDUCATION

The division offers classes and programs reflecting the needs and interests of the people we serve. New avenues for personal development, cultural enrichment, and avocational interests are continually introduced to the community. Examples include conversational foreign languages, computers, public speaking, government, history, sewing, stained glass, creative arts, sign language, quilting, and personal development.

MANICURING/NAIL TECHNOLOGY

The Manicuring/Nail Technology program provides competency-based knowledge, scientific/artistic principles, and hands-on fundamentals associated with the nail technology industry. The curriculum provides a simulated salon environment that enables students to develop manipulative skills.

Course work includes instruction in all phases of professional nail technology, business/computer principles, product knowledge, and other related topics.

Graduates should be prepared to take the North Carolina Cosmetology State Board Licensing Exam and upon passing be licensed and qualified for employment in beauty and nail salons, as a platform artist, and in related businesses.

Stanly Community College will not certify any student to the State Board of Cosmetic Arts until 300 manicuring contact hours have been completed.

PHLEBOTOMY (NAACLS APPROVED)

Stanly Community College, under approval from the National Accrediting Agency for Clinical Lab Sciences, offers the Phlebotomy program (160 hours) as part of Multilevel Skilled Training. This program is structured to assure that graduates will possess stated career entry competencies established by various professional phlebotomy groups.

Classroom Schedule

The classroom portion of this program consists of 60 hours of lecture.

Clinical Schedule

All clinical objectives will be attained by documentation of the student attending hospital orientation and reading and understanding all pertinent health, safety, and laboratory information systems.

Students in the clinical setting will be assigned to approved and accredited hospitals. Assignments will be according to predetermined schedules of each participating hospital. Each student will be placed with a clinical instructor/preceptor on a ratio of one instructor to three students. Students will be closely monitored at all times. The student will complete a total of 100 hours of supervised clinical experience and will continually meet syllabus requirements.

Contracts and waivers will be assigned throughout this course and will be signed by each student; mandatory checklists will be completed satisfactorily by each student. Each student will complete all checklists for each type of venipuncture procedure mastered. There will be a pass/fail grade given to each student upon completion of the clinical internship period. Clinical grading is separate from didactic training and will be graded separately.

A student must complete successfully both sections of phlebotomy training to complete the program and be eligible for receiving a phlebotomy certificate from the College. Students

will be given assignments from their preceptors to obtain by phlebotomy technique appropriate samples needed for clinical laboratory analysis. If the student successfully completes the required phlebotomy procedures before the 100 hours is completed, the student will still be given assignments by his or her preceptor to obtain clinical specimens.

After the required number of procedures and hours have been completed, the student is finished with his or her clinical rotation. The student will have eight weeks to complete the course requirements. Upon satisfactory completion of classroom and clinical requirements, students will be awarded a Stanly Community College certificate and will be eligible to sit for the National Certification examination.

Learning Resources Center

LEARNING RESOURCES CENTER

The Learning Resources Center is located on the first floor of the Snyder Building and consists of library and media services.

Library Services

The library collection includes over 20,000 volumes, approximately 220 journal and newspaper subscriptions, and a number of electronic titles (CDs). The library currently provides 16 computers for access to the Internet and four online databases, including NC LIVE. These databases offer thousands of articles from more than 3,200 journals, newspapers, and magazines.

The library's automated catalog provides access to the holdings of most of the community colleges in the state, and users may request materials from them through the catalog. Materials are also available through the North Carolina Interlibrary Loan Network.

Two librarians and one technician are available to provide reference, research, and orientation services to all users.

The library is open Monday through Thursday from 7:45 a.m. to 9 p.m. and Friday from 7:45 a.m. to 5 p.m.

Media Services

The Media Services Department provides media-related services to Stanly Community College and designated community organizations. The staff produces and cablecasts educational and governmental programs for SCC-TV (Time Warner Cable Channel 7). These include regularly scheduled meetings of the Stanly County Commissioners and Stanly County School Board. SCC-TV also features "SCC: The College and the Community" series, which highlights the College and events going on in the Stanly County community. SCC-TV provides an outlet for delivering educational programs (telecourses) to SCC students on Channel 7 during weekday evening hours.

Media Services provides SCC faculty and staff with audiovisual equipment and gives assistance to students with video class projects. The department supports SCC's Distance Education Initiative through telecourse facilitation and management of the North Carolina Information Highway videoconferencing classroom. Media Services also conducts various training seminars for faculty and staff.

Vendor Certifications

VENDOR CERTIFICATIONS

Stanly Community College provides an opportunity for students to pursue associate degrees, diplomas, and certificates in the field of technology and at the same time prepare to obtain various professional technology certifications. Such certifications are recognized by business and industry as standards of proficiency and are being required by an increasing number of employers. These vendor certifications include such designations as CNA, CNE, Network+, CCNP, CCNA, MCP, MCSE, MOUS, A+, i-Net+, and Certified Internet Webmaster—Master CIW Designer.

Through partnerships with software providers, private training programs are incorporated into SCC curriculum programs as well as stand-alone training classes. Upon completion of studies for certification examinations, testing services are available through the Sylvan Prometric Testing Center at Stanly Community College.

Training and testing services are available for Novell, Microsoft, Cisco, Allen Communication, CompTIA (Computing Technology Industry Association), and other professional vendor certifications. The College has been designated as an authorized Sylvan Prometric Testing Center (NC18), Cisco Networking Academy, Novell Education Academic Partner (NEAP), Microsoft Authorized Academic Training Program (AATP), and Academy of Multimedia.

Programs of Study

ACCOUNTING

Associate in Applied Science—A25100

The Accounting curriculum is designed to provide students with the knowledge and the skills necessary for employment and growth in the accounting profession. Using the “language of business,” accountants assemble and analyze, process, and communicate essential information about financial operations.

In addition to course work in accounting principles, theories, and practice, students will study business law, finance, management, and economics. Related skills are developed through the study of communications, computer applications, financial analysis, critical thinking skills, and ethics.

Graduates should qualify for entry-level accounting positions in many types of organizations including accounting firms, small businesses, manufacturing firms, banks, hospitals, school systems, and governmental agencies. With work experience and additional education, an individual may advance in the accounting profession.

Competencies:

Upon successful completion of this program, the student should be able to:

- ♦ analyze business transactions for manual or computerized entry of data into accounting records.
- ♦ prepare year-end adjustments and close the accounting books using accrual accounting.
- ♦ prepare financial statements and statement analysis.
- ♦ prepare payroll tax returns that are required of businesses.
- ♦ prepare income tax returns for individuals.
- ♦ analyze, summarize, and report cost accounting data for a manufacturing firm.
- ♦ demonstrate effective oral and written communication skills as a means to accomplish organizational objectives.

Recommended sequence of courses for Accounting curriculum:

			Hours Per Week			Credit Hours
			Class	Lab	Work Exp.	
Course Title			Course Category			
Fall Semester (first year)						
ACA 111	College Student Success	Other	1	0	0	1
ACC 120	Principles of Accounting I	Major	3	2	0	4
BUS 115	Business Law I	Major	3	0	0	3
CIS 110	Introduction to Computers	Major	2	2	0	3
ENG 111	Expository Writing	General	3	0	0	3
						14

Spring Semester (first year)

ACC 121	Principles of Accounting II	Major	3	2	0	4
ACC 131	Federal Income Taxes	Major	2	2	0	3
CIS 120	Spreadsheet I	Major	2	2	0	3
ENG 113	Literature-Based Research	General	3	0	0	3
or						
ENG 114	Professional Research and Reporting	General	3	0	0	3
MAT 140	Survey of Mathematics	General	3	0	0	3
or						
MAT 171	Precalculus Algebra	General	3	0	0	3
						16

Summer Semester (first year)

ENG 115	Oral Communication	General	3	0	0	3
	Social/behavioral science elective	General				3
						6

Fall Semester (second year)

ACC 220	Intermediate Accounting I	Major	3	2	0	4
ACC 225	Cost Accounting	Major	3	0	0	3
COE 112	Co-op Work Experience I or major elective	Major	0	0	20	2
ECO 251	Principles of Microeconomics	Major	3	0	0	3
	CIS elective	Major				3
						15

Spring Semester (second year)

ACC 221	Intermediate Accounting II	Major	3	2	0	4
COE 122	Co-op Work Experience II or major elective	Major	0	0	20	2
	ACC/BUS elective	Major				3
	ACC elective	Major				2
	BUS elective	Major				3
	Humanities elective	General				3
						17

TOTAL CREDIT HOURS IN PROGRAM 68

Note: English and mathematics courses may require prep courses (those courses numbered below 100) dependent on placement test scores. It may, therefore, require more than two years to complete the associate degree requirements.

Students will select electives from the following list of courses:

Course Title		Hours Per Week			Credit Hours
		Class	Lab	Work Exp.	
Accounting Electives					
ACC 140	Payroll Accounting	1	2	0	2
ACC 150	Computerized General Ledger	1	2	0	2
ACC 227	Practices in Accounting	3	0	0	3
ACC 269	Auditing	3	0	0	3
Business Electives					
BUS 116	Business Law II	3	0	0	3
BUS 121	Business Math	2	2	0	3
BUS 230	Small Business Management	3	0	0	3
BUS 260	Business Communication	3	0	0	3
BUS 270	Professional Development	3	0	0	3

BUS 285	Business Management Decisions	2	2	0	3
ECO 252	Principles of Macroeconomics	3	0	0	3
MKT 120	Principles of Marketing	3	0	0	3
CIS Electives					
CIS 130	Survey of Operating Systems	2	3	0	3
CIS 147	Operating Systems—Windows™	2	2	0	3
CIS 152	Database Concepts and Applications	2	2	0	3
CIS 172	Introduction to the Internet	2	3	0	3
CIS 175	Network Management I	2	2	0	3

Accounting Diploma Option—D25100

Students completing the following courses will receive a diploma in Accounting:

		Hours Per Week			Credit Hours
		Class	Lab	Work Exp.	
Course Title					
ACC 120	Principles of Accounting I	3	2	0	4
ACC 121	Principles of Accounting II	3	2	0	4
ACC 131	Federal Income Taxes	2	2	0	3
ACC 140	Payroll Accounting	1	2	0	2
ACC 150	Computerized General Ledger	1	2	0	2
ACC 225	Cost Accounting	3	0	0	3
BUS 115	Business Law I	3	0	0	3
CIS 110	Introduction to Computers	2	2	0	3
CIS 120	Spreadsheet I	2	2	0	3
ENG 111	Expository Writing	3	0	0	3
MAT 140	Survey of Mathematics	3	0	0	3
or					
MAT 171	Precalculus Algebra	3	0	0	3
	ACC elective				3
	ACC/BUS elective				2
	BUS elective				3

Accounting Certificate Option—C25100

Students completing the following courses will receive a certificate in Accounting:

		Hours Per Week			Credit Hours
		Class	Lab	Work Exp.	
ACC 120	Principles of Accounting I	3	2	0	4
ACC 121	Principles of Accounting II	3	2	0	4
ACC 140	Payroll Accounting	1	2	0	2
*ACC elective					

*Students will select one course from the following list:

		Hours Per Week			Credit Hours
		Class	Lab	Work Exp.	
ACC 131	Federal Income Taxes	2	2	0	3
ACC 150	Computerized General Ledger	1	2	0	2
ACC 220	Intermediate Accounting I	3	2	0	4
ACC 225	Cost Accounting	3	0	0	3

ASSOCIATE DEGREE NURSING
(Integrated)
Associate in Applied Science—A45100

The Associate Degree Nursing (integrated) curriculum provides individuals with the knowledge and skills necessary to provide nursing care to clients and groups of clients throughout the life span in a variety of settings.

Courses will include content related to the nurse's role as a provider of nursing care, as a manager of care, as a member of the discipline of nursing, and as a member of the interdisciplinary team.

Graduates of this program are eligible to apply to take the National Council Licensure Examination (NCLEX-RN), which is required for practice as a Registered Nurse. Employment opportunities include hospitals, long-term care facilities, clinics, physicians' offices, industry, and community agencies.

Competencies:

Upon successful completion of this program, the student should be able to:

- ◆ utilize the nursing process to apply concepts and principles from biopsychosocial sciences in providing care for clients of different ages with common and complex health problems.
- ◆ apply principles of communication in functioning as a client care provider and member of the health care and community setting.
- ◆ demonstrate safe performance of entry-level nursing measures.
- ◆ utilize effective leadership abilities in managing the care of clients and groups.
- ◆ practice within the legal and ethical standards of the discipline of nursing.
- ◆ examine trends and issues relevant to nursing and nursing practice.

ADMISSION REQUIREMENTS

1. Submit to the Admissions Office at Stanly Community College a properly completed Application for Admission.
2. Submit to the Admissions Office at Stanly Community College an official copy of a high school transcript showing successful completion of all requirements for graduation. A GED certificate indicating a passing score or an adult high school diploma is acceptable in lieu of a regular high school diploma.

An official transcript from each college, university, or other post-secondary institution attended must be sent to the SCC Admissions Office.

3. Submit evidence of successful completion of high school or college general biology, algebra, and chemistry with a grade of "C" or higher in each course. If these prerequisite courses were not completed in high school, they may be completed at Stanly Community College or other post-secondary institutions. Applicants wishing to complete these credits at other colleges should contact the Admissions Office at Stanly Community College to insure that the credits are acceptable.
4. Successfully complete the placement test (ASSET) with the following minimum scores: Writing, 45; Reading, 43; Numerical, 43. ADN applicants will also complete the Elementary Algebra section of the ASSET. While there is no minimum score required on the Elementary Algebra section for acceptance to the ADN program, applicants must score 36 or higher in order to enroll in MAT 110—Mathematical Measurement. Applicants scoring below 36 on the Elementary

Algebra section may complete the appropriate developmental course(s) for MAT 110. All developmental courses must be completed prior to entering the ADN program.

Associate Degree Nursing applicants who fail to achieve the required minimum scores on the first attempt of the ASSET may retest once during a twelve-month period. Applicants must wait at least three months from their initial test date before retesting or provide documentation of appropriate remedial work since first attempting the ASSET. When retesting, applicants will retest only on those sections of the test that were not successfully completed on the first attempt.

Note: Admission requirements are subject to change. Please contact the SCC Admissions Office for a current list of requirements for your intended year of entry.

ACCEPTANCE PROCEDURE

The Associate Degree Nursing program admits a maximum of 30 students each fall semester. Applicants may be conditionally accepted to the program after completing admission requirements 1 and 4 listed above. If the ADN program is full at the time an applicant completes requirements 1 and 4, his or her name will be placed in the next available position on the waiting list.

Applicants who are conditionally accepted will receive a letter informing them of their acceptance. The letter will list any unfulfilled admission requirements and will specify a date by which all admission requirements must be completed. Included in the list will be requirements 2 and 3 above (if not yet completed).

Upon conditional acceptance to the ADN program, the applicant will receive a medical form from the SCC Admissions Office. The medical form must be completed by a licensed physician, physician's assistant, or nurse practitioner and returned to the Admissions Office by the date specified on the applicant's acceptance letter.

Applicants accepted to the ADN program must submit evidence of current certification in CPR and a negative TB skin test. A current TB skin test and CPR certification are required throughout the student's attendance in the ADN program.

WAITING LIST

When an applicant's name is placed on the waiting list, he or she is assigned a number and is notified of the position on the list. Applicants on the waiting list will receive periodic updates from the Admissions Office informing them of their acceptance status. They also receive confirmation notices in which they are asked to confirm their continued intent to enroll in the ADN program. It is imperative that these confirmation notices be returned to the Admissions Office in a timely manner in order to avoid having the applicant's name deleted from the waiting list.

It is also imperative that the College's Admissions Office has a current address and telephone number for each ADN applicant in order to mail waiting list updates and confirmation notices. Any such mailings returned to the College marked "Undeliverable" may result in the applicant's name being deleted from the waiting list.

ADDITIONAL INFORMATION

Applicants to the ADN program are advised to familiarize themselves with all admission requirements for this program of study. If an applicant has any questions regarding these requirements, he or she is encouraged to contact the SCC Admissions Office for clarification.

CRITERIA FOR PROGRESSION

1. For the student to progress in the nursing program, a grade of "C" or higher must be achieved for all nursing and nursing-related courses (courses with prefixes of BIO or MAT). Students earning less than a "C" in a nursing course and/or a related BIO or MAT course will be withdrawn from the nursing program automatically. If a student receives below a "C" (below 78) in the theory component or unsatisfactory in the clinical component of nursing courses involving clinical experience, the theory and clinical grades will not be averaged; and a grade of "F" will be submitted for the overall grade for the course.

The grading scale for all NUR courses is as follows:

- A 93–100
 - B 86–92
 - C 78–85
 - F a score of less than 78 in theory or an unsatisfactory clinical evaluation
2. In the event that a student's physical or mental health interferes with the student's academic and/or clinical performance, the nursing faculty may require the student to submit written verification of current health from an appropriate health care provider; i.e., physician, nurse practitioner, psychiatrist, or psychologist. Upon review of the professional statement of health submitted by the student, the Associate Dean of the Allied Health Division and the Dean of Students will determine if the student may continue in the program. The Dean of Students will notify the student in writing of the decision.
 3. In the event that a student's behavior is not consistent with sound nursing practices and/or safety essential to nursing, the instructors or the Associate Dean of the Allied Health Division has the authority to remove the student from the clinical setting immediately. If it is determined by the nursing faculty and the Associate Dean of Allied Health that the student has demonstrated behavior that is in conflict with sound nursing practices or safety, the student will be withdrawn from the course and the Associate Degree Nursing program. Students so removed will be referred to the Dean of Students for further investigation and/or possible dismissal from the College.

READMISSION TO THE PROGRAM

Students desiring readmission to the ADN program must submit an Application for Admission to the Director of Admissions and satisfy all current admissions requirements for the program. Students will be permitted to reenter the ADN program no more than once.

Students seeking readmission to the SCC Associate Degree Nursing program must apply for readmission at least ninety days prior to the beginning of the semester in which they are seeking readmission. Only those students whose cumulative GPA is 2.0 or higher at the time of withdrawal from the program will be considered for readmission. When applying for readmission, students who previously completed at least one semester in the ADN program must apply to the same semester in which they withdrew.

In order to be accepted for advanced standing readmission, the applicant must successfully complete a competency exam administered by the Nursing Department. This competency exam will test the applicant's knowledge of material covered in all nursing (NUR) classes successfully completed up to the point of withdrawal. Applicants will be given one opportunity to complete the competency exam successfully. With permission from the program head, applicants seeking readmission may audit selected NUR classes prior to completing the competency exam. Those auditing NUR classes will not participate in clinical activities. In addition to successful completion of the competency exam, there must be space available in the ADN program before acceptance will be granted to an applicant seeking readmission.

In the event that more than one applicant is seeking readmission for the same term, acceptance will be awarded in the order in which the applications for admission were received in the SCC Admissions Office. If after successfully completing the competency exam an applicant is denied readmission due to lack of space in the program, that applicant will have an opportunity to apply for readmission to the same term of the following year. The applicant will again be required to complete a competency exam successfully before being readmitted to the ADN program.

Students withdrawn for disciplinary reasons must wait one year from the date of withdrawal before applying for readmission.

CRITERIA FOR GRADUATION

To be eligible for graduation, a student must:

1. Complete all course requirements in the nursing curriculum, earning a grade of "C" or higher in the nursing courses and an overall 2.00 grade point average.
2. Complete an Application for Graduation prior to October 31 for May graduation.
3. Pay a graduation fee at the time of registration for the last semester.
4. Earn at least one-fourth of the credits required for a degree, diploma, or certificate from Stanly Community College.
5. Fulfill all financial obligations to the College.
6. Be present for graduation exercises. Graduation exercises are held on the dates published in the Academic Calendar. In cases of unavoidable circumstances, exceptions to this requirement may be granted by the Dean of Students. (See Graduation in Absentia.) During graduation exercises candidates must be dressed in proper academic attire as determined by the President of the College.

LICENSURE

1. The nursing faculty must recommend a student as a candidate for the National Council Licensure Examination for Practical Nurses or for Registered Nursing based on academic achievement and professional accountability.
2. The North Carolina Board of Nursing may deny licensure to individuals convicted of a felony or any other crime involving moral turpitude.

Recommended sequence of courses for Associate Degree Nursing curriculum:

Course Title		Course Category	Hours Per Week			Credit Hours
			Class	Lab	Clinical	
Fall Semester (first year)						
ACA 111	College Student Success	Other	1	0	0	1
BIO 165	Anatomy and Physiology I	Major	3	3	0	4
MAT 110	Mathematical Measurement	General	2	2	0	3
*NUR 110	Nursing I	Major	5	3	6	8
PSY 150	General Psychology	General	3	0	0	<u>3</u>
						19

* After satisfactory completion of NUR 110, students are eligible to apply for listing on the State Registry for Nurse Assistant I.

Spring Semester (first year)						
BIO 166	Anatomy and Physiology II	Major	3	3	0	4
ENG 111	Expository Writing	General	3	0	0	3
**NUR 120	Nursing II	Major	5	3	6	8
PSY 241	Developmental Psychology	General	3	0	0	<u>3</u>
						18

**After satisfactory completion of NUR 120, students are eligible to apply for Nurse Assistant II with the State Board of Nursing.

Summer Semester (first year)***						
NUR 130	Nursing III	Major	4	3	6	7
Fall Semester (second year)						
BIO 175	General Microbiology	Major	2	2	0	3
ENG 114	Professional Research and Reporting	General	3	0	0	3
NUR 210	Nursing IV	Major	5	3	12	<u>10</u>
						16

***After satisfactory completion of this semester, the student is eligible to receive a diploma and apply for the National Licensure Examination—Practical Nurse (NCLEX-PN).

***Entrance point for Licensed Practical Nurses admitted to the second year.

Spring Semester (second year)						
CIS 110	Introduction to Computers	Other	2	2	0	3
NUR 220	Nursing V	Major	4	3	15	10
	Humanities elective	General				<u>3</u>
						16

TOTAL CREDIT HOURS IN PROGRAM 76

Note: English and mathematics courses may require prep courses (those courses numbered below 100) dependent on placement test scores. It may, therefore, require more than two years to complete the associate degree requirements.

ASSOCIATE DEGREE NURSING
(For Returning Licensed Practical Nurses)
Associate in Applied Science—A45100R

A Licensed Practical Nurse may receive advanced placement in the Associate Degree Nursing program provided space is available. Full-time studies for a returning LPN will commence with summer term and will continue through spring semester of the following year.

Competencies:

Upon successful completion of this program, the student should be able to:

- ◆ utilize the nursing process to apply concepts and principles from biopsychosocial sciences in providing care for clients of different ages with common and complex health problems.
- ◆ apply principles of communication in functioning as a client care provider and member of the health care and community setting.
- ◆ demonstrate safe performance of entry-level nursing measures.
- ◆ utilize effective leadership abilities in managing the care of clients and groups.
- ◆ practice within the legal and ethical standards of the discipline of nursing.
- ◆ examine trends and issues relevant to nursing and nursing practice.

ADMISSION REQUIREMENTS

1. Submit to the Admissions Office at Stanly Community College a properly completed Application for Admission.
2. Submit to the Admissions Office at Stanly Community College an official copy of a high school transcript showing successful completion of all requirements for graduation. A GED certificate indicating a passing score or an adult high school diploma is acceptable in lieu of a regular high school diploma.

An official transcript from each college, university, or other post-secondary institution attended must be sent to the SCC Admissions Office.

3. Submit evidence of successful completion of high school or college general biology, algebra, and chemistry with a grade of "C" or higher in each course. If these prerequisite courses were not completed in high school, they may be completed at Stanly Community College or other post-secondary institutions. Applicants wishing to complete these credits at other colleges should contact the Admissions Office at Stanly Community College to insure that the credits are acceptable.
4. Successfully complete the placement test (ASSET) with the following minimum scores: Writing, 45; Reading, 43; Numerical, 43. ADN applicants will also complete the Elementary Algebra section of the ASSET. While there is no minimum score required on the Elementary Algebra section for acceptance to the ADN program, applicants must score 36 or higher in order to enroll in MAT 110—Mathematical Measurement. Applicants scoring below 36 on the Elementary Algebra section may complete the appropriate developmental course(s) for MAT 110. All developmental courses must be completed prior to entering the ADN program.
5. Submit evidence of current unrestricted North Carolina licensure as a practical nurse.

6. The following courses must be completed if the applicant did not complete the course(s) (or an SCC approved substitute) in his or her practical nursing education program:
 - a. ENG 111—Expository Writing
 - b. MAT 110—Mathematical Measurement (grade of “C” or better required)
 - c. PSY 241—Developmental Psychology

MAT 110 and PSY 241 may be completed simultaneously during the fall term in which the applicant enrolls as an ADN student at Stanly Community College as long as this does not place the student in a credit overload situation. Early advisement is imperative.

7. Complete NUR 189 (Nursing Transition) with a grade of C or better prior to the first term of enrollment in the ADN program. Credit earned for this course will not apply toward graduation.

In order to be considered for acceptance to the second year ADN classes (advanced standing), applicants to the program must submit their applications for admission and successfully complete the ASSET no later than January 30 of the year in which they have applied for admission. In addition, an official copy of the applicant's practical nursing education transcript showing a cumulative GPA must be received in the SCC Admissions Office no later than March 1 of the year in which the applicant is seeking admission.

Following the March 1 deadline, those applicants who successfully completed the ASSET minimums will be ranked according to the following criteria: ASSET score and LPN GPA. Pending space available, applicants will be accepted to the Advanced Standing ADN classes in the order in which their names appear on the ranking sheet. Any applicant who is accepted to the program will be required to meet with the Admissions Committee at its request. Those applicants not accepted to begin studies during the year in which they applied for admission are not automatically accepted for the following year. In order to be considered for acceptance in a subsequent year, an applicant must submit another Application for Admission.

Upon conditional acceptance to the ADN program, the applicant will receive a medical form from the SCC Admissions Office. The medical form must be completed by a licensed physician, physician's assistant, or nurse practitioner and returned to the Admissions Office by the date specified on the applicant's acceptance letter.

Applicants accepted to the ADN program must submit evidence of current certification in CPR and a negative TB skin test. A current TB skin test and CPR certification are required throughout the student's attendance in the ADN program.

ADDITIONAL INFORMATION

Applicants to the ADN program may complete selected courses required in the program before actually being accepted to the program. Completion of such course(s) neither improves nor lessens the applicant's chances of being accepted to the ADN program.

It is the responsibility of each ADN applicant to insure that his or her student folder is complete. An applicant may contact the Admissions Office to check on the completeness of his or her folder. An incomplete folder may result in an applicant's not receiving full consideration for acceptance to the ADN program.

Applicants to the ADN program are advised to familiarize themselves with all admission requirements for this program of study. If an applicant has any questions regarding these requirements, he or she is encouraged to contact the Admissions Office at SCC for clarification.

Recommended sequence of courses for Associate Degree Nursing day (for returning LPNs) curriculum:

Course Title		Course Category	Hours Per Week			Credit Hours
			Class	Lab	Clinical	
Summer Semester*						
NUR 130	Nursing III	Major	4	3	6	7
Fall Semester						
BIO 175	General Microbiology	Other	2	2	0	3
ENG 114	Professional Research and Reporting	General	3	0	0	3
NUR 210	Nursing IV	Major	5	3	12	10
						16
Spring Semester						
CIS 110	Introduction to Computers	Other	2	2	0	3
NUR 220	Nursing V	Major	4	3	15	10
	Humanities elective	General				3
						16

*Entrance point for Licensed Practical Nurses admitted to the second year.

TOTAL CREDIT HOURS IN PROGRAM 39

Note: English and mathematics courses may require prep courses (those courses numbered below 100) dependent on placement test scores. It may, therefore, require more than two years to complete the associate degree requirements.

ASSOCIATE IN ARTS

Associate in Arts—A10100

TRANSFER INFORMATION AND STUDENTS' RESPONSIBILITY

The College faculty and counseling staff will work closely with students to plan their transfer programs. The courses in the program are designed to transfer to most private colleges and all colleges in the University of North Carolina System (senior institutions). Some SCC courses may not meet general education core requirements. Therefore, students should work closely with their advisors when registering for courses and planning their futures.

If a student has an Associate in Arts (A.A.) degree and at least a 2.0 grade point average, he or she will be considered for transfer by the senior institution. If the student meets minimum admission requirements for the UNC System, he or she *may* transfer before completing the A.A. degree; however, completing the A.A. degree with at least a 2.0 grade point average will increase transferability to the student's college of choice.

Students should follow these guidelines to help them plan during their time at SCC:

1. Consult with the assigned faculty advisor about long-range educational goals and identify senior institutions to target for transfer.
2. Discuss other factors that are important in choosing a senior institution, such as costs, distance from home, institution size, entrance requirements, extracurricular programs, etc.
3. Write and/or visit chosen senior institutions and meet with admissions and financial aid officers and faculty/advisors about goals and course work at SCC.
4. Notify the SCC Director of Counseling Services of goals and plans. This counselor will assist in coordinating the transfer.
5. Continue to consult with the assigned faculty advisor each semester to review progress and to make any adjustments to help achieve transfer goals.
6. Apply to more than one senior institution at the earliest possible date during the second year at Stanly Community College. Application deadline dates vary from one institution to another. See the Director of Counseling Services or the assigned faculty advisor for help with this process.
7. Check by telephone or letter to insure that the completed applications have been received and are under consideration.

Schedules must be individualized according to the senior institution's graduation requirements. *Students should see their academic advisors for a suggested sequence of courses.* Students must meet the senior institution's foreign language and/or health and physical education requirements prior to or after transferring.

Competencies:

Upon successful completion of this program, the student should be able to:

- ♦ express communications skills by writing effectively in a variety of modes (including research projects) and giving oral presentations.
- ♦ demonstrate problem-solving abilities by use of critical thinking and reasoning skills.
- ♦ demonstrate science, math, and basic computer competencies.

- ◆ identify and describe the different values held by a variety of individuals, institutions, and cultures.
- ◆ demonstrate research and documentation skills by completing research projects using research materials and appropriate documentation styles and formats.

Course requirements for Associate in Arts degree:

Electives selected will be determined by the student’s choice of transfer college or institution. The student should see his or her advisor for assistance.

Course Title		Hours Per Week			Credit Hours
		Class	Lab	Work Exp.	
Fall Semester (first year)					
ACA 111	College Student Success	1	0	0	1
ENG 111	Expository Writing	3	0	0	3
HIS 121	Western Civilization I	3	0	0	3
	or				
HIS 131	American History I	3	0	0	3
MAT 140	Survey of Mathematics	3	0	0	3
	or				
MAT 171	Precalculus Algebra	3	0	0	3
	Humanities elective (other than literature)				3
	Social/behavioral science elective				<u>3</u>
					16
Spring Semester (first year)					
ENG 113	Literature-Based Research	3	0	0	3
HIS 122	Western Civilization II	3	0	0	3
	or				
HIS 132	American History II	3	0	0	3
	Mathematics/Computer elective				3
	Humanities elective (other than literature)				3
	Social/behavioral science elective				<u>3</u>
					15
Fall Semester (second year)					
	Science requirement				4
	Humanities elective (literature)				3
	Electives				<u>11</u>
					18
Spring Semester (second year)					
	Science requirement				4
	Humanities elective (literature)				3
	Electives				<u>9</u>
					16
TOTAL CREDIT HOURS IN PROGRAM					65

Note: English and mathematics courses may require prep courses (those courses numbered below 100) dependent on placement test scores. It may, therefore, require more than two years to complete the associate degree requirements.

The following courses may be counted no more than once for a core requirement:

Course Title	Hours Per Week			Credit Hours
	Class	Lab	Work Exp.	
ENGLISH COMPOSITION (6 semester hours)				
ENG 111 Expository Writing	3	0	0	3
ENG 113 Literature-Based Research	3	0	0	3
HUMANITIES/FINE ARTS (12 semester hours)				
Select four courses from at least three of the following disciplines: music, art, drama, foreign language, literature, philosophy, and religion. At least one course must be a literature course.				
Humanities				
ART 111 Art Appreciation	3	0	0	3
ART 114 Art History Survey I	3	0	0	3
ART 115 Art History Survey II	3	0	0	3
ART 116 Survey of American Art	3	0	0	3
DRA 111 Theatre Appreciation	3	0	0	3
ENG 231 American Literature I	3	0	0	3
ENG 232 American Literature II	3	0	0	3
ENG 241 British Literature I	3	0	0	3
ENG 242 British Literature II	3	0	0	3
ENG 251 Western World Literature I	3	0	0	3
ENG 252 Western World Literature II	3	0	0	3
FRE 111 Elementary French I (Lab required)	3	0	0	3
FRE 112 Elementary French II (Lab required)	3	0	0	3
FRE 181 French Lab I	0	2	0	1
FRE 182 French Lab II	0	2	0	1
FRE 211 Intermediate French I	3	0	0	3
FRE 212 Intermediate French II	3	0	0	3
HUM 120 Cultural Studies	3	0	0	3
HUM 150 American Women's Studies	3	0	0	3
HUM 160 Introduction to Film	2	2	0	3
MUS 110 Music Appreciation	3	0	0	3
MUS 113 American Music	3	0	0	3
PHI 210 History of Philosophy	3	0	0	3
PHI 215 Philosophical Issues	3	0	0	3
PHI 240 Introduction to Ethics	3	0	0	3
REL 110 World Religions	3	0	0	3
REL 112 Western Religions	3	0	0	3
REL 211 Introduction to Old Testament	3	0	0	3
REL 212 Introduction to New Testament	3	0	0	3
REL 221 Religion in America	3	0	0	3
SPA 111 Elementary Spanish I (Lab required)	3	0	0	3
SPA 112 Elementary Spanish II (Lab required)	3	0	0	3
SPA 181 Spanish Lab I	0	2	0	1
SPA 182 Spanish Lab II	0	2	0	1
SPA 211 Intermediate Spanish I	3	0	0	3
SPA 212 Intermediate Spanish II	3	0	0	3
Fine Arts				
ART 111 Art Appreciation	3	0	0	3
ART 114 Art History Survey I	3	0	0	3
ART 115 Art History Survey II	3	0	0	3
ART 116 Survey of American Art	3	0	0	3
DRA 111 Theatre Appreciation	3	0	0	3
HUM 160 Introduction to Film	2	2	0	3

MUS 110	Music Appreciation	3	0	0	3
MUS 113	American Music	3	0	0	3

SOCIAL/BEHAVIORAL SCIENCES (12 semester hours)

Select four courses from at least three of the following disciplines: economics, geography, history, political science, psychology, and sociology. At least one course must be a history course.

ANT 220	Cultural Anthropology	3	0	0	3
ANT 221	Comparative Cultures	3	0	0	3
ECO 251	Principles of Microeconomics	3	0	0	3
ECO 252	Principles of Macroeconomics	3	0	0	3
GEO 112	Cultural Geography	3	0	0	3
HIS 121	Western Civilization I	3	0	0	3
HIS 122	Western Civilization II	3	0	0	3
HIS 131	American History I	3	0	0	3
HIS 132	American History II	3	0	0	3
POL 120	American Government	3	0	0	3
POL 210	Comparative Government	3	0	0	3
POL 220	International Relations	3	0	0	3
PSY 150	General Psychology	3	0	0	3
PSY 237	Social Psychology	3	0	0	3
PSY 239	Psychology of Personality	3	0	0	3
PSY 241	Developmental Psychology	3	0	0	3
PSY 281	Abnormal Psychology	3	0	0	3
SOC 210	Introduction to Sociology	3	0	0	3
SOC 213	Sociology of the Family	3	0	0	3
SOC 220	Social Problems	3	0	0	3
SOC 225	Social Diversity	3	0	0	3

COMPUTER/NATURAL SCIENCE/MATHEMATICS (14 semester hours)
Natural Science (8 semester hours):

BIO 111	General Biology I	3	3	0	4
BIO 112	General Biology II	3	3	0	4
CHM 151	General Chemistry I	3	3	0	4
CHM 152	General Chemistry II	3	3	0	4
PHY 151	College Physics I	3	2	0	4
PHY 152	College Physics II	3	2	0	4

Mathematics (6 semester hours):

Select two courses from the following:

CIS 110	Introduction to Computers	2	2	0	3
MAT 140	Survey of Mathematics	3	0	0	3
MAT 151	Statistics I	3	0	0	3
MAT 171	Precalculus Algebra	3	0	0	3
MAT 172	Precalculus Trigonometry	3	0	0	3
MAT 175	Precalculus	4	0	0	4
MAT 263	Brief Calculus	3	0	0	3
MAT 271	Calculus I	3	2	0	4
MAT 272	Calculus II	3	2	0	4
MAT 273	Calculus III	3	2	0	4

ELECTIVE COURSES (20–21 semester hours)
Fine Arts

ART 111	Art Appreciation	3	0	0	3
ART 114	Art History Survey I	3	0	0	3
ART 115	Art History Survey II	3	0	0	3
ART 116	Survey of American Art	3	0	0	3

DRA 111	Theatre Appreciation	3	0	0	3
HUM 160	Introduction to Film	2	2	0	3
MUS 110	Music Appreciation	3	0	0	3
MUS 113	American Music	3	0	0	3
Health and Physical Education					
HEA 110	Personal Health/Wellness	3	0	0	3
PED 111	Physical Fitness I	0	3	0	1
PED 113	Aerobics I	0	3	0	1
PED 117	Weight Training I	0	3	0	1
PED 120	Walking for Fitness	0	3	0	1
PED 147	Soccer	0	2	0	1
PED 181	Snow Skiing—Beginning	0	2	0	1
Humanities					
ART 111	Art Appreciation	3	0	0	3
ART 114	Art History Survey I	3	0	0	3
ART 115	Art History Survey II	3	0	0	3
ART 116	Survey of American Art	3	0	0	3
DRA 111	Theatre Appreciation	3	0	0	3
ENG 125	Creative Writing I	3	0	0	3
ENG 132	Introduction to Drama	3	0	0	3
ENG 134	Introduction to Poetry	3	0	0	3
ENG 231	American Literature I	3	0	0	3
ENG 232	American Literature II	3	0	0	3
ENG 241	British Literature I	3	0	0	3
ENG 242	British Literature II	3	0	0	3
ENG 251	Western World Literature I	3	0	0	3
ENG 252	Western World Literature II	3	0	0	3
ENG 253	The Bible as Literature	3	0	0	3
ENG 272	Southern Literature	3	0	0	3
FRE 111	Elementary French I (Lab required)	3	0	0	3
FRE 112	Elementary French II (Lab required)	3	0	0	3
FRE 181	French Lab I	0	2	0	1
FRE 182	French Lab II	0	2	0	1
FRE 211	Intermediate French I	3	0	0	3
FRE 212	Intermediate French II	3	0	0	3
HUM 120	Cultural Studies	3	0	0	3
HUM 150	American Women's Studies	3	0	0	3
HUM 160	Introduction to Film	2	2	0	3
JOU 110	Introduction to Journalism	3	0	0	3
MUS 110	Music Appreciation	3	0	0	3
MUS 113	American Music	3	0	0	3
PHI 210	History of Philosophy	3	0	0	3
PHI 215	Philosophical Issues	3	0	0	3
PHI 240	Introduction to Ethics	3	0	0	3
PHI 250	Philosophy of Science	3	0	0	3
REL 110	World Religions	3	0	0	3
REL 112	Western Religions	3	0	0	3
REL 211	Introduction to Old Testament	3	0	0	3
REL 212	Introduction to New Testament	3	0	0	3
REL 221	Religion in America	3	0	0	3
SPA 111	Elementary Spanish I (Lab required)	3	0	0	3
SPA 112	Elementary Spanish II (Lab required)	3	0	0	3
SPA 181	Spanish Lab I	0	2	0	1
SPA 182	Spanish Lab II	0	2	0	1

SPA 211	Intermediate Spanish I	3	0	0	3
SPA 212	Intermediate Spanish II	3	0	0	3
Mathematics					
CIS 110	Introduction to Computers	2	2	0	3
CIS 115	Introduction to Programming and Logic	2	2	0	3
MAT 140	Survey of Mathematics	3	0	0	3
MAT 151	Statistics I	3	0	0	3
MAT 171	Precalculus Algebra	3	0	0	3
MAT 172	Precalculus Trigonometry	3	0	0	3
MAT 175	Precalculus	4	0	0	4
MAT 263	Brief Calculus	3	0	0	3
MAT 271	Calculus I	3	2	0	4
MAT 272	Calculus II	3	2	0	4
MAT 273	Calculus III	3	2	0	4
PHI 230	Introduction to Logic	3	0	0	3
Natural Science					
BIO 111	General Biology I	3	3	0	4
BIO 112	General Biology II	3	3	0	4
BIO 120	Introduction to Botany	3	3	0	4
BIO 130	Introduction to Zoology	3	3	0	4
BIO 140	Environmental Biology	3	0	0	3
BIO 165	Anatomy and Physiology I	3	3	0	4
BIO 166	Anatomy and Physiology II	3	3	0	4
BIO 175	General Microbiology	2	2	0	3
BIO 230	Entomology	3	3	0	4
CHM 151	General Chemistry I	3	3	0	4
CHM 152	General Chemistry II	3	3	0	4
PHY 151	College Physics I	3	2	0	4
PHY 152	College Physics II	3	2	0	4
Social/Behavioral Sciences					
ACC 120	Principles of Accounting I	3	2	0	4
ACC 121	Principles of Accounting II	3	2	0	4
ANT 220	Cultural Anthropology	3	0	0	3
ANT 221	Comparative Cultures	3	0	0	3
ECO 251	Principles of Microeconomics	3	0	0	3
ECO 252	Principles of Macroeconomics	3	0	0	3
GEO 112	Cultural Geography	3	0	0	3
HIS 121	Western Civilization I	3	0	0	3
HIS 122	Western Civilization II	3	0	0	3
HIS 131	American History I	3	0	0	3
HIS 132	American History II	3	0	0	3
HIS 221	African American History	3	0	0	3
HIS 228	History of the South	3	0	0	3
HIS 236	North Carolina History	3	0	0	3
POL 120	American Government	3	0	0	3
POL 210	Comparative Government	3	0	0	3
POL 220	International Relations	3	0	0	3
PSY 150	General Psychology	3	0	0	3
PSY 237	Social Psychology	3	0	0	3
PSY 239	Psychology of Personality	3	0	0	3
PSY 241	Developmental Psychology	3	0	0	3
PSY 263	Educational Psychology	3	0	0	3
PSY 281	Abnormal Psychology	3	0	0	3
SOC 210	Introduction to Sociology	3	0	0	3

SOC 213	Sociology of the Family	3	0	0	3
SOC 220	Social Problems	3	0	0	3
SOC 225	Social Diversity	3	0	0	3
SOC 232	Social Context of Aging	3	0	0	3
SOC 242	Sociology of Deviance	3	0	0	3
Other Required Courses:					
ACA 111	College Student Success	1	0	0	1

Depending upon the senior institution's requirements, some courses may transfer as electives only. Therefore, students should work closely with their advisors when registering for courses and planning their futures.

ASSOCIATE IN SCIENCE**Associate in Science—A10400****TRANSFER INFORMATION AND STUDENTS' RESPONSIBILITY**

The College faculty and counseling staff will work closely with students to plan their transfer programs. The courses in the program are designed to transfer to most private colleges and all colleges in the University of North Carolina System (senior institutions). Some SCC courses may not meet general education core requirements. Therefore, students should work closely with their advisors when registering for courses and planning their futures.

If a student has an Associate in Science (A.S.) degree and at least a 2.0 grade point average, he or she will be considered for transfer by the senior institution. If the student meets minimum admission requirements for the UNC System, he or she *may* transfer before completing the A.S. degree; however, completing the A.S. degree with at least a 2.0 grade point average will increase transferability to the student's college of choice.

Students should follow these guidelines to help them plan during their time at SCC:

1. Consult with the assigned faculty advisor about long-range educational goals and identify senior institutions to target for transfer.
2. Discuss other factors that are important in choosing a senior institution, such as costs, distance from home, institution size, entrance requirements, extracurricular programs, etc.
3. Write and/or visit chosen senior institutions and meet with admissions and financial aid officers and faculty/advisors about goals and course work at SCC.
4. Notify the SCC Director of Counseling Services of goals and plans. This counselor will assist in coordinating the transfer.
5. Continue to consult with the assigned faculty advisor each semester to review progress and to make any adjustments to help achieve transfer goals.
6. Apply to more than one senior institution at the earliest possible date during the second year at Stanly Community College. Application deadline dates vary from one institution to another. See the Director of Counseling Services or the assigned faculty advisor for help with this process.
7. Check by telephone or letter to insure that the completed applications have been received and are under consideration.

Schedules must be individualized according to the senior institution's graduation requirements. *Students should see their academic advisors for a suggested sequence of courses.* Students must meet the senior institution's foreign language and/or health and physical education requirements prior to or after transferring.

Competencies:

Upon successful completion of this program, the student should be able to:

- ◆ express communications skills by writing effectively in a variety of modes (including research projects) and giving oral presentations.
- ◆ demonstrate problem-solving abilities by use of critical thinking and reasoning skills.
- ◆ demonstrate science, math, and basic computer competencies.

- ◆ identify and describe the different values held by a variety of individuals, institutions, and cultures.
- ◆ demonstrate research and documentation skills by completing research projects using research materials and appropriate documentation styles and formats.

Course requirements for Associate in Science degree:

Electives selected will be determined by the student's choice of transfer college or institution. The student should see his or her advisor for assistance.

		Hours Per Week			Credit Hours
Course Title		Class	Lab	Work Exp.	
Fall Semester (first year)					
ACA 111	College Student Success	1	0	0	1
CIS 110	Introduction to Computers	2	2	0	3
ENG 111	Expository Writing	3	0	0	3
HIS 121	Western Civilization I	3	0	0	3
	or				
HIS 131	American History I	3	0	0	3
MAT 171	Precalculus Algebra	3	0	0	3
	Science requirement				<u>4</u>
					17
Spring Semester (first year)					
ENG 113	Literature-Based Research	3	0	0	3
HIS 122	Western Civilization II	3	0	0	3
	or				
HIS 132	American History II	3	0	0	3
MAT 172	Precalculus Trigonometry	3	0	0	3
	Humanities elective (other than literature)				3
	Science requirement				<u>4</u>
					16
Fall Semester (second year)					
	Mathernatics elective				3
	Humanities elective (literature)				3
	Science elective				4
	Social Science elective				3
	Elective				<u>2</u>
					15
Spring Semester (second year)					
	Science requirement				4
	Humanities elective				3
	Social Science elective				3
	Humanities elective				3
	Elective				<u>3</u>
					16

TOTAL CREDIT HOURS IN PROGRAM 64

Note: English and mathematics courses may require prep courses (those courses numbered below 100) dependent on placement test scores. It may, therefore, require more than two years to complete the associate degree requirements.

The following courses may be counted no more than once for a core requirement:

Course Title	Hours Per Week			Credit Hours
	Class	Lab	Work Exp.	
ENGLISH COMPOSITION (6 semester hours)				
ENG 111 Expository Writing	3	0	0	3
ENG 113 Literature-Based Research	3	0	0	3

HUMANITIES/FINE ARTS (12 semester hours)

Select four courses from at least three of the following disciplines: music, art, drama, foreign language, literature, philosophy, and religion. At least one course must be a literature course.

Humanities

ART 111 Art Appreciation	3	0	0	3
ART 114 Art History Survey I	3	0	0	3
ART 115 Art History Survey II	3	0	0	3
ART 116 Survey of American Art	3	0	0	3
DRA 111 Theatre Appreciation	3	0	0	3
ENG 231 American Literature I	3	0	0	3
ENG 232 American Literature II	3	0	0	3
ENG 241 British Literature I	3	0	0	3
ENG 242 British Literature II	3	0	0	3
ENG 251 Western World Literature I	3	0	0	3
ENG 252 Western World Literature II	3	0	0	3
FRE 111 Elementary French I (Lab required)	3	0	0	3
FRE 112 Elementary French II (Lab required)	3	0	0	3
FRE 211 Intermediate French I	3	0	0	3
FRE 212 Intermediate French II	3	0	0	3
HUM 120 Cultural Studies	3	0	0	3
HUM 150 American Women's Studies	3	0	0	3
HUM 160 Introduction to Film	2	2	0	3
MUS 110 Music Appreciation	3	0	0	3
MUS 113 American Music	3	0	0	3
PHI 210 History of Philosophy	3	0	0	3
PHI 215 Philosophical Issues	3	0	0	3
PHI 240 Introduction to Ethics	3	0	0	3
REL 110 World Religions	3	0	0	3
REL 112 Western Religions	3	0	0	3
REL 211 Introduction to Old Testament	3	0	0	3
REL 212 Introduction to New Testament	3	0	0	3
REL 221 Religion in America	3	0	0	3
SPA 111 Elementary Spanish I (Lab required)	3	0	0	3
SPA 112 Elementary Spanish II (Lab required)	3	0	0	3
SPA 181 Spanish Lab I	0	2	0	1
SPA 182 Spanish Lab II	0	2	0	1
SPA 211 Intermediate Spanish I	3	0	0	3
SPA 212 Intermediate Spanish II	3	0	0	3

Fine Arts

ART 111 Art Appreciation	3	0	0	3
ART 114 Art History Survey I	3	0	0	3
ART 115 Art History Survey II	3	0	0	3
ART 116 Survey of American Art	3	0	0	3
DRA 111 Theatre Appreciation	3	0	0	3
HUM 160 Introduction to Film	2	2	0	3
MUS 110 Music Appreciation	3	0	0	3
MUS 113 American Music	3	0	0	3

SOCIAL/BEHAVIORAL SCIENCES (12 semester hours)

Select four courses from at least three of the following disciplines: economics, geography, history, political science, psychology, and sociology. At least one course must be a history course.

ANT 220	Cultural Anthropology	3	0	0	3
ANT 221	Comparative Cultures	3	0	0	3
ECO 251	Principles of Microeconomics	3	0	0	3
ECO 252	Principles of Macroeconomics	3	0	0	3
GEO 112	Cultural Geography	3	0	0	3
HIS 121	Western Civilization I	3	0	0	3
HIS 122	Western Civilization II	3	0	0	3
HIS 131	American History I	3	0	0	3
HIS 132	American History II	3	0	0	3
POL 120	American Government	3	0	0	3
POL 210	Comparative Government	3	0	0	3
POL 220	International Relations	3	0	0	3
PSY 150	General Psychology	3	0	0	3
PSY 237	Social Psychology	3	0	0	3
PSY 239	Psychology of Personality	3	0	0	3
PSY 241	Developmental Psychology	3	0	0	3
PSY 281	Abnormal Psychology	3	0	0	3
SOC 210	Introduction to Sociology	3	0	0	3
SOC 213	Sociology of the Family	3	0	0	3
SOC 220	Social Problems	3	0	0	3
SOC 225	Social Diversity	3	0	0	3

COMPUTER/SCIENCE/MATHEMATICS (15-16 semester hours)

Natural Science (8 semester hours):

BIO 111	General Biology I	3	3	0	4
BIO 112	General Biology II	3	3	0	4
CHM 151	General Chemistry I	3	3	0	4
CHM 152	General Chemistry II	3	3	0	4
PHY 151	College Physics I	3	2	0	4
PHY 152	College Physics II	3	2	0	4

Mathematics (9-10 semester hours):

MAT 175	Precalculus	4	0	0	4
or					
MAT 171	Precalculus Algebra	3	0	0	3
and					
MAT 172	Precalculus Trigonometry	3	0	0	3
Select one course from the following:					
MAT 263	Brief Calculus	3	0	0	3
MAT 271	Calculus I	3	2	0	4
MAT 272	Calculus II	3	2	0	4
MAT 273	Calculus III	3	2	0	4

ELECTIVE COURSES (17 semester hours)

Fine Arts

ART 111	Art Appreciation	3	0	0	3
ART 114	Art History Survey I	3	0	0	3
ART 115	Art History Survey II	3	0	0	3
ART 116	Survey of American Art	3	0	0	3
DRA 111	Theatre Appreciation	3	0	0	3
HUM 160	Introduction to Film	2	2	0	3
MUS 110	Music Appreciation	3	0	0	3
MUS 113	American Music	3	0	0	3

Health and Physical Education

HEA 110	Personal Health/Wellness	3	0	0	3
PED 111	Physical Fitness I	0	3	0	1
PED 113	Aerobics I	0	3	0	1
PED 117	Weight Training I	0	3	0	1
PED 120	Walking for Fitness	0	3	0	1
PED 147	Soccer	0	2	0	1
PED 181	Snow Skiing—Beginning	0	2	0	1

Humanities

ART 111	Art Appreciation	3	0	0	3
ART 114	Art History Survey I	3	0	0	3
ART 115	Art History Survey II	3	0	0	3
ART 116	Survey of American Art	3	0	0	3
DRA 111	Theatre Appreciation	3	0	0	3
ENG 125	Creative Writing I	3	0	0	3
ENG 132	Introduction to Drama	3	0	0	3
ENG 134	Introduction to Poetry	3	0	0	3
ENG 231	American Literature I	3	0	0	3
ENG 232	American Literature II	3	0	0	3
ENG 241	British Literature I	3	0	0	3
ENG 242	British Literature II	3	0	0	3
ENG 251	Western World Literature I	3	0	0	3
ENG 252	Western World Literature II	3	0	0	3
ENG 253	The Bible as Literature	3	0	0	3
ENG 272	Southern Literature	3	0	0	3
FRE 111	Elementary French I (Lab required)	3	0	0	3
FRE 112	Elementary French II (Lab required)	3	0	0	3
FRE 181	French Lab I	0	2	0	1
FRE 182	French Lab II	0	2	0	1
FRE 211	Intermediate French I	3	0	0	3
FRE 212	Intermediate French II	3	0	0	3
HUM 120	Cultural Studies	3	0	0	3
HUM 150	American Women's Studies	3	0	0	3
HUM 160	Introduction to Film	2	2	0	3
JOU 110	Introduction to Journalism	3	0	0	3
MUS 110	Music Appreciation	3	0	0	3
MUS 113	American Music	3	0	0	3
PHI 210	History of Philosophy	3	0	0	3
PHI 215	Philosophical Issues	3	0	0	3
PHI 240	Introduction to Ethics	3	0	0	3
PHI 250	Philosophy of Science	3	0	0	3
REL 110	World Religions	3	0	0	3
REL 112	Western Religions	3	0	0	3
REL 211	Introduction to Old Testament	3	0	0	3
REL 212	Introduction to New Testament	3	0	0	3
REL 221	Religion in America	3	0	0	3
SPA 111	Elementary Spanish I (Lab required)	3	0	0	3
SPA 112	Elementary Spanish II (Lab required)	3	0	0	3
SPA 181	Spanish Lab I	0	2	0	1
SPA 182	Spanish Lab II	0	2	0	1
SPA 211	Intermediate Spanish I	3	0	0	3
SPA 212	Intermediate Spanish II	3	0	0	3

Mathematics

CIS 115	Introduction to Programming and Logic	2	2	0	3
MAT 140	Survey of Mathematics	3	0	0	3
MAT 151	Statistics I	3	0	0	3

MAT 263	Brief Calculus	3	0	0	3
MAT 271	Calculus I	3	2	0	4
MAT 272	Calculus II	3	2	0	4
MAT 273	Calculus III	3	2	0	4
PHI 230	Introduction to Logic	3	0	0	3
Natural Science					
BIO 111	General Biology I	3	3	0	4
BIO 112	General Biology II	3	3	0	4
BIO 120	Introduction to Botany	3	3	0	4
BIO 130	Introduction to Zoology	3	3	0	4
BIO 140	Environmental Biology	3	0	0	3
BIO 165	Anatomy and Physiology I	3	3	0	4
BIO 166	Anatomy and Physiology II	3	3	0	4
BIO 175	General Microbiology	2	2	0	3
BIO 230	Entomology	3	3	0	4
CHM 151	General Chemistry I	3	3	0	4
CHM 152	General Chemistry II	3	3	0	4
PHY 151	College Physics I	3	2	0	4
PHY 152	College Physics II	3	2	0	4
Social/Behavioral Sciences					
ACC 120	Principles of Accounting I	3	2	0	4
ACC 121	Principles of Accounting II	3	2	0	4
ANT 220	Cultural Anthropology	3	0	0	3
ANT 221	Comparative Cultures	3	0	0	3
ECO 251	Principles of Microeconomics	3	0	0	3
ECO 252	Principles of Macroeconomics	3	0	0	3
GEO 112	Cultural Geography	3	0	0	3
HIS 121	Western Civilization I	3	0	0	3
HIS 122	Western Civilization II	3	0	0	3
HIS 131	American History I	3	0	0	3
HIS 132	American History II	3	0	0	3
HIS 221	African American History	3	0	0	3
HIS 228	History of the South	3	0	0	3
HIS 236	North Carolina History	3	0	0	3
POL 120	American Government	3	0	0	3
POL 210	Comparative Government	3	0	0	3
POL 220	International Relations	3	0	0	3
PSY 150	General Psychology	3	0	0	3
PSY 237	Social Psychology	3	0	0	3
PSY 239	Psychology of Personality	3	0	0	3
PSY 241	Developmental Psychology	3	0	0	3
PSY 263	Educational Psychology	3	0	0	3
PSY 281	Abnormal Psychology	3	0	0	3
SOC 210	Introduction to Sociology	3	0	0	3
SOC 213	Sociology of the Family	3	0	0	3
SOC 220	Social Problems	3	0	0	3
SOC 225	Social Diversity	3	0	0	3
Other Required Courses:					
ACA 111	College Student Success	1	0	0	1
CIS 110	Introduction to Computers	2	2	0	3

Depending upon the senior institution's requirements, some courses may transfer as electives only. Therefore, students should work closely with their advisors when registering for courses and planning their futures.

AUTOBODY REPAIR**Diploma—D60100**

The Autobody Repair curriculum provides training in the use of equipment and materials of the autobody repair trade. The student studies the construction of the automobile body and techniques of autobody repairing, rebuilding, and refinishing.

The course work includes autobody fundamentals, industry overview, and safety. Students will perform hands-on repairs in the areas of nonstructural and structural repairs, MIG welding, plastics and adhesives, refinishing, and other related areas.

Graduates of the curriculum should qualify for entry-level employment opportunities in the automotive body and refinishing industry. Graduates may find employment with franchised independent garages, or they may become self-employed.

Competencies:

Upon successful completion of this program, the student should be able to:

- ◆ straighten sheet metal with proper body tools and finish out with body fillers, repair scratches and gouges, and apply primers after making car ready for paint.
- ◆ install and align body parts such as doors, deck lids, and hoods; check and repair frame damage; align body to frame; repair electrical and vacuum circuits; remove and replace glass, trim, and accessories.
- ◆ replace panels and special alloy structural panels by cutting off and replacing using wire welding.
- ◆ identify and use different types of paints and strippers including base coats, clear coats, and single stage finishes.
- ◆ analyze damages to vehicles and develop a written repair order.
- ◆ road test vehicle to determine problems.
- ◆ clean vehicle properly for delivery to owner.
- ◆ demonstrate effective oral and written communication skills.

Recommended sequence of courses for Autobody Repair curriculum:

Course Title		Course Category	Hours Per Week			Credit Hours
			Class	Lab	Work Exp.	
Fall Semester						
AUB 111	Painting and Refinishing I	Major	2	6	0	4
AUB 114	Special Finishes	Major	1	2	0	2
AUB 121	Nonstructural Damage I	Major	1	4	0	3
AUB 131	Structural Damage I	Major	2	4	0	4
CIS 110	Introduction to Computers	Major	2	2	0	<u>3</u>
						16
Spring Semester						
AUB 112	Painting and Refinishing II	Major	2	6	0	4
AUB 122	Nonstructural Damage II	Major	2	6	0	4
AUB 134	Autobody MIG Welding	Major	1	4	0	3
ENG 101	Applied Communications I	General	3	0	0	3
MAT 101	Applied Mathematics I	General	2	2	0	<u>3</u>
						17
Summer Semester						
AUB 132	Structural Damage II	Major	2	6	0	4
AUB 136	Plastics and Adhesives	Major	1	4	0	<u>3</u>
						7

TOTAL CREDIT HOURS IN PROGRAM 40

Note: English and mathematics courses may require prep courses (those courses numbered below 100) dependent on placement test scores. It may, therefore, require more than one year to complete the diploma requirements.

BASIC LAW ENFORCEMENT TRAINING

Certificate—C55120

Basic Law Enforcement Training (BLET) is designed to give students essential skills required for entry-level employment as law enforcement officers with state, county, or municipal governments or with private enterprise.

This program utilizes state commission mandated topics and methods of instruction. General subjects include but are not limited to criminal, juvenile, civil, traffic, and alcoholic beverage laws; investigative, patrol, custody, and court procedures; emergency responses; and ethics and community relations.

Successful graduates receive a curriculum certificate and are qualified to take certification examinations mandated by the North Carolina Criminal Justice Education and Training Standards Commission and/or the North Carolina Sheriffs Education and Training Standards Commission.

Competencies:

Upon successful completion of this program, the student should be able to:

- ◆ demonstrate an understanding of North Carolina criminal law, juvenile law, motor vehicle law, controlled substance law, civil law, and alcoholic beverage control law.
- ◆ demonstrate proficiency in defensive tactics, drive training, physical fitness, firearms training, and law enforcement patrol techniques.
- ◆ describe proper criminal investigation and accident investigation procedures.
- ◆ demonstrate an understanding of first responder techniques.
- ◆ perform proper custody procedures.
- ◆ demonstrate an understanding of laws of arrest, search, and seizure.
- ◆ apply proper court procedures.
- ◆ demonstrate effective oral and written communication skills.

Course requirement for BLET certificate:

Course Title		Course Category	Hours Per Week			Credit Hours
			Class	Lab	Work Exp.	
First Semester						
CJC 100	Basic Law Enforcement Training	Major	8	30	0	18
TOTAL CREDIT HOURS IN PROGRAM						18

BIOMEDICAL EQUIPMENT TECHNOLOGY**Associate in Applied Science—A50100**

The Biomedical Equipment Technology curriculum prepares individuals to install, operate, troubleshoot, and repair sophisticated devices and instrumentation used in the health care delivery system. Emphasis is placed on preventive and safety inspections to ensure biomedical equipment meets local and national safety standards.

Course work provides a strong foundation in mathematics, physics, electronics, chemistry, anatomy, physiology, and troubleshooting techniques. People skills are very important, as well as the ability to communicate both in written and oral form. A biomedical equipment technician is a problem solver.

Graduates should qualify for employment opportunities in hospitals, clinics, clinical laboratories, shared service organizations, and manufacturers' field service. With an A.A.S. degree and two years of experience, an individual should be able to become a certified Biomedical Equipment Technician.

Competencies:

Upon successful completion of this program, the student should be able to:

- ◆ demonstrate an understanding of the role of a Biomedical Equipment Technician in the patient care environment.
- ◆ demonstrate an understanding of modern techniques used to perform preventive maintenance and safety inspections on patient care equipment.
- ◆ demonstrate an understanding of documenting, reporting, and tracking patient care equipment as required by the Authority Having Jurisdiction (AHJ).
- ◆ demonstrate proper troubleshooting techniques when dealing with a variety of patient care equipment.
- ◆ demonstrate the ability to verbally troubleshoot patient care equipment through proper communication with other health care professionals.
- ◆ demonstrate the ability to navigate a piece of patient care equipment by use of a manufacturer's service manual.
- ◆ demonstrate the proper use of common test equipment.

Recommended sequence of courses for Biomedical Equipment Technology curriculum:

Course Title		Course Category	Hours Per Week			Credit Hours
			Class	Lab	Work Exp.	
Fall Semester (first year)						
ACA 111	College Student Success	Other	1	0	0	1
BIO 161	Introduction to Human Biology	Major	3	0	0	3
BMT 111	Introduction to Biomedical Field	Major	1	0	0	1
CIS 110	Introduction to Computers	Major	2	2	0	3
ENG 111	Expository Writing	General	3	0	0	3
	Humanities elective	General				3
						14
Spring Semester (first year)						
ELC 112	DC/AC Electricity	Major	3	6	0	5
ENG 114	Professional Research and Reporting	General	3	0	0	3
MAT 171	Precalculus Algebra	General	3	0	0	3
PSY 118	Interpersonal Psychology	General	3	0	0	3
						14
Summer Semester (first year)						
BMT 113	Medical Electronics	Major	3	6	0	5
ELN 133	Digital Electronics	Major	3	3	0	4
ENG 115	Oral Communication	General	3	0	0	3
						12
Fall Semester (second year)						
BMT 211	Biomedical Measurements	Major	2	2	0	3
BMT 212	BMET Instrumentation I	Major	3	6	0	5
BMT 222	Imaging Techniques	Major	3	0	0	3
ELN 232	Introduction to Microprocessors	Major	3	3	0	4
						15
Spring Semester (second year)						
BMT 112	Hospital Safety Standards	Major	2	2	0	3
BMT 213	BMET Instrumentation II	Major	2	3	0	3
BMT 224	Biomedical Laser/Fiber Optics	Major	3	3	0	4
COE 112	Co-op Work Experience I	Major	0	0	20	2
COE 115	Work Experience Seminar I	Major	1	0	0	1
						13

TOTAL CREDIT HOURS IN PROGRAM 68

Note: English and mathematics courses may require prep courses (those courses numbered below 100) dependent on placement test scores. It may, therefore, require more than two years to complete the associate degree requirements.

BUSINESS ADMINISTRATION

Associate in Applied Science—A25120

The Business Administration curriculum is designed to introduce students to the various aspects of the free enterprise system. Students will be provided with a fundamental knowledge of business functions, processes, and an understanding of business organizations in today’s global economy.

Course work includes business concepts such as accounting, business law, economics, management, and marketing. Skills related to the application of these concepts are developed through the study of computer applications, communication, team building, and decision making.

Through these skills, students will have a sound business education base for lifelong learning. Graduates are prepared for employment opportunities in government agencies, financial institutions, and large to small business or industry.

Competencies:

Upon successful completion of this program, the student should be able to:

- ♦ apply microeconomic and macroeconomic concepts as a basis for understanding our economy.
- ♦ use mathematics and problem-solving methods as a systematic method of problem solving.
- ♦ demonstrate effective oral and written communication skills as a means to accomplish organizational objectives in the business environment.
- ♦ utilize microcomputer software to develop, modify, reproduce, and present data as a basis for analysis and decision making.
- ♦ understand and apply the planning, organizing, directing, and controlling functions of management.
- ♦ use effective financial management techniques including a business plan.
- ♦ analyze and develop organizational strategies.

Recommended sequence of courses for Business Administration curriculum:

Course Title		Course Category	Hours Per Week		Work Exp.	Credit Hours
			Class	Lab		
Fall Semester (first year)						
ACA 111	College Student Success	Other	1	0	0	1
ACC 120	Principles of Accounting I	Major	3	2	0	4
BUS 115	Business Law I	Major	3	0	0	3
CIS 110	Introduction to Computers	Major	2	2	0	3
ENG 111	Expository Writing	General	3	0	0	<u>3</u>
						14
Spring Semester (first year)						
ACC 121	Principles of Accounting II	Major	3	2	0	4
ACC 131	Federal Income Taxes	Major	2	2	0	3
CIS 120	Spreadsheet I	Major	2	2	0	3
ENG 113	Literature-Based Research	General	3	0	0	3
or						
ENG 114	Professional Research and Reporting	General	3	0	0	3
MAT 140	Survey of Mathematics	General	3	0	0	3
or						
MAT 171	Precalculus Algebra	General	3	0	0	<u>3</u>
						16

Summer Semester.(first year)						
ENG 115	Oral Communication	General	3	0	0	3
	Humanities elective	General				3
	Social/behavioral science elective	General				<u>3</u>
						9
Fall Semester (second year)						
BUS 137	Principles of Management	Major	3	0	0	3
BUS 240	Business Ethics	Major	3	0	0	3
COE 112	Co-op Work Experience I	Major	0	0	20	2
	or					
	Elective from list	Major				2-3
ECO 251	Principles of Microeconomics	Major	3	0	0	3
MKT 120	Principles of Marketing	Major	3	0	0	<u>3</u>
						14-15
Spring Semester (second year)						
BUS 153	Human Resource Management	Major	3	0	0	3
	Business elective	Major				3
	CIS elective	Major				3
	*Electives from list	Major				<u>6</u>
						15

TOTAL CREDIT HOURS IN PROGRAM 68-69

Note: English and mathematics courses may require prep courses (those courses numbered below 100) dependent on placement test scores. It may, therefore, require more than two years to complete the associate degree requirements.

*Students will select 6 credit hours from the following list of courses:

Course Title		Hours Per Week			Credit Hours
		Class	Lab	Work Exp.	
BUS 121	Business Math	2	2	0	3
BUS 135	Principles of Supervision	3	0	0	3
BUS 151	People Skills	3	0	0	3
BUS 198	Seminar in Business	3	0	0	3
BUS 210	Investment Analysis	3	0	0	3
BUS 217	Employment Law and Regulations	3	0	0	3
BUS 225	Business Finance	2	2	0	3
BUS 230	Small Business Management	3	0	0	3
BUS 234	Training and Development	3	0	0	3
BUS 235	Performance Management	3	0	0	3
BUS 238	Integrated Management	3	0	0	3
BUS 239	Business Applications Seminar	1	2	0	2
BUS 253	Leadership and Management Skills	3	0	0	3
BUS 254	Advanced People Skills	3	0	0	3
BUS 255	Organizational Behavior in Business	3	0	0	3
BUS 260	Business Communication	3	0	0	3
BUS 270	Professional Development	3	0	0	3
BUS 285	Business Management Decisions	2	2	0	3
CIS 130	Survey of Operating Systems	2	3	0	3
CIS 147	Operating Systems—Windows™	2	2	0	3
CIS 152	Database Concepts and Applications	2	2	0	3

CIS 172	Introduction to the Internet	2	3	0	3
CIS 174	Network System Manager I	2	2	0	3
COE 122	Co-op Work Experience II	0	0	20	2
CSC 160	Introduction to Internet Programming	2	2	0	3
MKT 121	Retailing	3	0	0	3
MKT 221	Consumer Behavior	3	0	0	3
MKT 223	Customer Service	3	0	0	3
MKT 228	Service Marketing	3	0	0	3
MKT 230	Public Relations	3	0	0	3

Business Administration Diploma Option—D25120

Students completing the following courses will receive a diploma in Business Administration:

Course Title		Hours Per Week			Credit Hours
		Class	Lab	Work Exp.	
ACC 120	Principles of Accounting I	3	2	0	4
ACC 131	Federal Income Taxes	2	2	0	3
BUS 115	Business Law I	3	0	0	3
BUS 137	Principles of Management	3	0	0	3
BUS 153	Human Resource Management	3	0	0	3
COE 112	Co-op Work Experience I	0	0	20	2
or					
	Elective from list				2-3
CIS 110	Introduction to Computers	2	2	0	3
CIS 120	Spreadsheet I	2	2	0	3
ECO 251	Principles of Microeconomics	3	0	0	3
ENG 111	Expository Writing	3	0	0	3
MAT 140	Survey of Mathematics	3	0	0	3
or					
MAT 171	Precalculus Algebra	3	0	0	3
MKT 120	Principles of Marketing	3	0	0	3

COMPUTER ENGINEERING TECHNOLOGY
Associate in Applied Science—A40160

The Computer Engineering Technology curriculum provides the skills required to install, service, and maintain computers, peripherals, networks, and microprocessor and computer controlled equipment. It includes training in both hardware and software, emphasizing operating systems concepts to provide a unified view of computer systems.

Course work includes mathematics, physics, electronics, digital circuits, and programming, with emphasis on the operation, use, and interfacing of memory and devices to the CPU. Additional topics may include communications, networks, operating systems, programming languages, Internet configuration and design, and industrial applications.

Graduates should qualify for employment opportunities in electronics technology, computer service, computer networks, server maintenance, programming, and other areas requiring a knowledge of electronic and computer systems. Graduates may also qualify for certification in electronics, computers, or networks.

Competencies:

Upon successful completion of this program, the student should be able to:

- ◆ demonstrate an understanding of basic electronic components, semiconductor devices, and digital integrated circuits in various electronic systems.
- ◆ use basic test equipment and measuring instruments in troubleshooting equipment.
- ◆ demonstrate an understanding of the administration and support of Local Area Network systems.
- ◆ troubleshoot, upgrade, and repair personal computers and peripheral devices.
- ◆ demonstrate a proficient understanding of MS-DOS and Windows operating systems for the purpose of technical support and repair/upgrade of personal computers.
- ◆ demonstrate effective oral and written communication skills.

Recommended sequence of courses for Computer Engineering Technology curriculum:

Course Title		Course Category	Hours Per Week			Credit Hours
			Class	Lab	Work Exp.	
Fall Semester (first year)						
ACA 111	College Student Success	Other	1	0	0	1
CIS 110	Introduction to Computers	Major	2	2	0	3
DFT 151	CAD I	Major	2	3	0	3
ENG 111	Expository Writing	General	3	0	0	3
	Humanities elective	General	3	0	0	<u>3</u>
						13
Spring Semester (first year)						
CIS 130	Survey of Operating Systems	Major	2	3	0	3
ELC 131	DC/AC Circuit Analysis	Major	4	3	0	5
ENG 114	Professional Research and Reporting	General	3	0	0	3
MAT 121	Algebra and Trigonometry	General	2	2	0	3
	or					
MAT 171	Precalculus Algebra	General	3	0	0	<u>3</u>
						14

Summer Semester (first year)

ELN 131	Electronic Devices	Major	3	3	0	4
ELN 133	Digital Electronics	Major	3	3	0	4
MAT 122	Algebra and Trigonometry II	General	2	2	0	3
or						
MAT 172	Precalculus Trigonometry	General	3	0	0	3
						11

Fall Semester (second year)

CET 111	Computer Upgrade/Repair I	Major	2	3	0	3
CIS 175	Network Management I	Major	2	2	0	3
ELN 232	Introduction to Microprocessors	Major	3	3	0	4
PHY 131	Physics—Mechanics	Major	3	2	0	4
	* Elective(s) from list	Major				<u>3</u>
						17

Spring Semester (second year)

CET 211	Computer Upgrade/Repair II	Major	2	3	0	3
CSC 134	C++ Programming	Major	2	3	0	3
or						
CSC 139	Visual BASIC Programming	Major	2	3	0	3
NET 110	Data Communication/Networking	Major	2	2	0	3
* Elective(s) from list		Major				2
Social/behavioral science elective		General				3
						14

TOTAL CREDIT HOURS IN PROGRAM 69

Note: English and mathematics courses may require prep courses (those courses numbered below 100) dependent on placement test scores. It may, therefore, require more than two years to complete the associate degree requirements.

MAT 171 and MAT 172 should be taken by students desiring to transfer to a four-year institution.

* Students will select 5 credit hours from the following list of courses:

Course Title		Hours Per Week			Credit Hours
		Class	Lab	Work Exp.	
ATR 213	Programmable Controllers	3	3	0	4
ATR 215	Sensors and Transducers	2	3	0	3
CIS 174	Network System Manager I	2	2	0	3
COE 111	Co-op Work Experience I	0	0	10	1
COE 121	Co-op Work Experience II	0	0	10	1
CSC 234	Advanced C++	2	3	0	3
ELN 245	Computer Peripherals	3	6	0	5
NET 125	Routing and Switching I	1	4	0	3
NET 126	Routing and Switching II	1	4	0	3

Computer Engineering Technology Certificate Option—C40160

Students completing the following courses will receive a certificate in Computer Engineering Technology:

		Hours Per Week			Credit Hours
	Course Title	Class	Lab	Work Exp.	
CET 111	Computer Upgrade/Repair I	2	3	0	3
CET 211	Computer Upgrade/Repair II	2	3	0	3
CIS 110	Introduction to Computers	2	2	0	3
CIS 130	Survey of Operating Systems	2	3	0	3
CIS 175	Network Management I	2	2	0	3
NET 110	Data Communication/Networking	2	2	0	3

COMPUTER PROGRAMMING

Associate in Applied Science—A25130

The Computer Programming curriculum prepares individuals for employment as computer programmers and related positions through study and applications in computer concepts, logic, programming procedures, languages, generators, operating systems, networking, data management, and business operations.

Students will solve business computer problems through programming techniques and procedures, using appropriate languages and software. The primary emphasis of the curriculum is hands-on training in programming and related computer areas that provide the ability to adapt as systems evolve.

Graduates should qualify for employment in business, industry, and government organizations as programmers, programmer trainees, programmer/analysts, software developers, computer operators, systems technicians, database specialists, computer specialists, software specialists, or information systems managers.

Competencies:

Upon successful completion of this program, the student should be able to:

- ◆ utilize latest system software in the marketplace and businesses and application software such as word processing, spreadsheets, databases, and multimedia presentations.
- ◆ pass multiple MOUS (Microsoft Office User Specialist), CNA (Certified Network Administrator), and other certification examinations.
- ◆ do entry level coding in several programming languages such as BASIC, Visual BASIC, C++, JAVA, and RPG II using good programming techniques and be able to solve problems, generate reports, etc.
- ◆ design a system from start to completion on a small scale.
- ◆ demonstrate effective oral and written communication skills.

Recommended sequence of courses for Computer Programming curriculum:

Course Title		Course Category	Hours Per Week			Credit Hours
			Class	Lab	Work Exp.	
Fall Semester (first year)						
ACA 111	College Student Success	Other	1	0	0	1
CIS 110	Introduction to Computers	Major	2	2	0	3
CIS 115	Introduction to Programming and Logic	Major	2	2	0	3
CIS 172	Introduction to the Internet	Major	2	3	0	3
ENG 111	Expository Writing	General	3	0	0	3
OST 131	Keyboarding	Major	1	2	0	<u>2</u>
						15
Spring Semester (first year)						
ACC 120	Principles of Accounting I	Major	3	2	0	4
CIS 130	Survey of Operating Systems	Major	2	3	0	3
CSC 139	Visual BASIC Programming	Major	2	3	0	3
ENG 114	Professional Research and Reporting	General	3	0	0	3
	*CSC elective from list	Major				<u>3</u>
						16

Summer Semester (first year)

CIS 175	Network Management I	Major	2	2	0	3
NET 110	Data Communication/Networking	Major	2	2	0	3
	Social/behavioral elective	General				3
						9

Fall Semester (second year)

CIS 152	Database Concepts and Applications	Major	2	2	0	3
COE 111	Co-op Work Experience I	Major	0	0	10	1
CSC 134	C++ Programming	Major	2	3	0	3
CSC 239	Advanced Visual BASIC	Major	2	3	0	3
MAT 140	Survey of Mathematics	General	3	0	0	3
						13

Spring Semester (second year)

CET 111	Computer Upgrade/Repair I	Major	2	3	0	3
COE 121	Co-op Work Experience II	Major	0	0	10	1
CSC 234	Advanced C++	Major	2	3	0	3
	Humanities elective	General				3
	**Major elective from list	Major				3
						13

TOTAL CREDIT HOURS IN PROGRAM 66

Note: English and mathematics courses may require prep courses (those courses numbered below 100) dependent on placement test scores. It may, therefore, require more than two years to complete the associate degree requirements.

*Students will select 3 credit hours from the following list of CSC electives:

Course Title		Hours Per Week			Credit Hours
		Class	Lab	Work Exp.	
CSC 138	RPG Programming	2	3	0	3
CSC 148	Java Programming	2	3	0	3
CSC 160	Introduction to Internet Programming	2	3	0	3

**Students will select 3 credit hours from the following list of major electives:

Course Title		Hours Per Week			Credit Hours
		Class	Lab	Work Exp.	
CIS 126	Graphics Software Introduction	2	2	0	3
CIS 147	Operating Systems—Windows™	2	2	0	3
CIS 153	Database Application	2	2	0	3
CIS 154	Database Utilization	1	2	0	2
CIS 157	Database Programming	2	2	0	3
CIS 162	Multimedia Presentation Software	2	2	0	3
CIS 217	Computer Training and Support	2	2	0	3
CIS 286	Systems Analysis and Design	3	0	0	3
CSC 238	Advanced RPG	2	3	0	3
CSC 248	Advanced Internet Programming	2	3	0	3
NET 260	Internet Development and Support	3	0	0	3

Computer Programming Diploma Option—D25130

Students completing the following courses will receive a diploma in Computer Programming:

		Hours Per Week			Credit Hours
		Class	Lab	Work Exp.	
ACA 111	College Student Success	1	0	0	1
CIS 110	Introduction to Computers	2	2	0	3
CIS 115	Introduction to Programming and Logic	2	2	0	3
CIS 130	Survey of Operating Systems	2	3	0	3
CIS 152	Database Concepts and Applications	2	2	0	3
CIS 172	Introduction to the Internet	2	3	0	3
CSC 134	C++ Programming	2	3	0	3
CSC 139	Visual BASIC Programming	2	3	0	3
CSC 234	Advanced C++	2	3	0	3
CSC 239	Advanced Visual BASIC	2	3	0	3
ENG 111	Expository Writing	3	0	0	3
MAT 140	Survey of Mathematics	3	0	0	3
NET 110	Data Communication/Networking	2	2	0	3

Computer Programming Certificate Options

Students completing the following courses will receive a certificate in Computer Programming/C++ Language Concentration—C25130C:

		Hours Per Week			Credit Hours
		Class	Lab	Work Exp.	
CIS 110	Introduction to Computers	2	2	0	3
CIS 115	Introduction to Programming and Logic	2	2	0	3
CIS 130	Survey of Operating Systems	2	3	0	3
CSC 134	C++ Programming	2	3	0	3
CSC 234	Advanced C++	2	3	0	3

Students completing the following courses will receive a certificate in Computer Programming/RPG Language Concentration—C25130R:

		Hours Per Week			Credit Hours
		Class	Lab	Work Exp.	
CIS 110	Introduction to Computers	2	2	0	3
CIS 115	Introduction to Programming and Logic	2	2	0	3
CIS 130	Survey of Operating Systems	2	3	0	3
CSC 138	RPG Programming	2	3	0	3
CSC 238	Advanced RPG	2	3	0	3

Students completing the following courses will receive a certificate in Computer Programming/Visual BASIC Language Concentration—C25130V:

		Hours Per Week			Credit Hours
		Class	Lab	Work Exp.	
CIS 110	Introduction to Computers	2	2	0	3
CIS 115	Introduction to Programming and Logic	2	2	0	3
CIS 130	Survey of Operating Systems	2	3	0	3
CSC 139	Visual BASIC Programming	2	3	0	3
CSC 239	Advanced Visual BASIC	2	3	0	3

COSMETOLOGY

Associate in Applied Science—A55140

The Cosmetology curriculum is designed to provide competency-based knowledge, scientific/artistic principles, and hands-on fundamentals associated with the cosmetology industry. The curriculum provides a simulated salon environment that enables students to develop manipulative skills.

Course work includes instruction in all phases of professional imaging, hair design, chemical processes, skin care, nail care, multicultural practices, business/computer principles, product knowledge, and other selected topics.

Graduates should qualify to sit for the State Board of Cosmetic Arts examination. Upon successfully passing the State Board exam, graduates will be issued a license. Employment is available in beauty salons and related businesses.

Competencies:

Upon successful completion of this program, the student should be able to:

- ◆ determine needs and preferences of clients in order to safely and competently deliver services as they relate to cosmetology services.
- ◆ demonstrate the proper practices of manicuring, pedicuring, nail application, facials, shampooing, massage and scalp treatment, hair cutting and styling, hair coloring and hair lightening, chemically restructuring hair, and wig services.
- ◆ interact and communicate successfully with coworkers as part of a working team.
- ◆ practice cosmetology art within the ethical and legal framework of the profession.
- ◆ understand basic skills of marketing, small business management, and maintaining records.
- ◆ demonstrate the ability to read, understand, and complete safe and effective use of a wide range of cosmetology products.

Recommended sequence of courses for Cosmetology curriculum:

Course Title		Course Category	Hours Per Week			Credits
			Class	Lab	Clinical/ Work Exp.	
Fall Semester (first year)						
ACA 111	College Student Success	Other	1	0	0	1
CIS 110	Introduction to Computers	Major	2	2	0	3
COS 111	Cosmetology Concepts I	Major	4	0	0	4
COS 112	Salon I	Major	0	24	0	8
ENG 111	Expository Writing	General	3	0	0	<u>3</u>
						19
Spring Semester (first year)						
COS 113	Cosmetology Concepts II	Major	4	0	0	4
COS 114	Salon II	Major	0	24	0	8
MAT 101	Applied Mathematics I	General	2	2	0	3
or						
MAT 115	Mathematical Models	General	2	2	0	3
*COE/BUS elective		Major				<u>3</u>
						18

Summer Semester (first year)

COS 115	Cosmetology Concepts III	Major	4	0	0	4
COS 116	Salon III	Major	4	0	12	4
COS 250	Computerized Salon Operations	Major	1	0	0	<u>1</u>
						9

Fall Semester (second year)

COS 117	Cosmetology Concepts IV	Major	2	0	0	2
COS 118	Salon IV	Major	0	21	0	7
COS 240	Contemporary Design	Major	1	3	0	2
ENG 114	Professional Research and Reporting	General	3	0	0	3
	Humanities elective	General				3
	Social/behavioral science elective	General				<u>3</u>
						20

Spring Semester (second year)

BIO 163	Basic Anatomy and Physiology	Other	4	2	0	5
COS 223	Contemporary Hair Coloring	Major	1	3	0	2
	*COE/BUS elective	Major				<u>3</u>
						10

TOTAL CREDIT HOURS IN PROGRAM 76

Note: English and mathematics courses may require prep courses (those courses numbered below 100) dependent on placement test scores. It may, therefore, require more than two years to complete the associate degree requirements.

* Students will select 6 credit hours from the following list of courses:

BUS 137	Principles of Management	3	0	0	3
BUS 153	Human Resource Management	3	0	0	3
BUS 230	Small Business Management	3	0	0	3
BUS 240	Business Ethics	3	0	0	3
BUS 253	Leadership and Management Skills	3	0	0	3
BUS 270	Professional Development	3	0	0	3
COE 113	Co-op Work Experience I	0	0	30	3
COE 123	Co-op Work Experience II	0	0	30	3

BEGINNER'S DEPARTMENT

Students shall spend 300 hours in this department before entering the advanced department and shall not work on members of the public during this 300 hours. The hours earned in this department shall be devoted to Cosmetology Study and Mannequin Practice (first semester).

ADVANCED DEPARTMENT

The hours earned in the Advanced Department shall be devoted to the studies and live model performance completions. Work in this department may be done on the public. Students with fewer than 300 hours shall not work in this department.

The Stanly Community College Cosmetology Department will not certify any student to the State Board of Cosmetic Arts unless all graduation requirements are successfully completed.

COSMETOLOGY 1,500-HOUR DIPLOMA PROGRAM—D55140

Students successfully completing the following courses and 1,500 cosmetology contact hours will receive a diploma:

COS 111	COS 116
COS 112	COS 117
COS 113	COS 118
COS 114	ENG 115
COS 115	MAT 101 or MAT 115

COSMETOLOGY 1,200-HOUR APPRENTICE/CERTIFICATE PROGRAM—C55140

Students successfully completing this program are required to pass the state board exam and work under the supervision of a licensed cosmetologist for 800 hours before being issued a cosmetologist license. Students successfully completing the following courses and 1,500 cosmetology contact hours will receive a certificate:

COS 111	COS 115
COS 112	COS 116
COS 113	COS 223 or COS 240
COS 114	

COSMETOLOGY ASSOCIATE IN APPLIED SCIENCE DEGREE—A55140

76 semester hours and 1,500 cosmetology contact hours

TRANSFER STUDENTS

The College reserves the right to test the student in any subjects missed in the Cosmetology curriculum due to transfer from another cosmetology curriculum. Tests to determine proficiency may be written, oral, laboratory, or any combination of these. Credits earned in this evaluation may qualify the student for advanced standing.

Returning students may be requested to demonstrate proficiencies as determined by the program head.

COSMETOLOGY INSTRUCTOR
Certificate—C55160

The Cosmetology Instructor curriculum provides a course of study for learning the skills needed to teach the theory and practice of cosmetology as required by the North Carolina Board of Cosmetic Arts.

Course work includes requirements for becoming an instructor, introduction to teaching theory, methods and aids, practice teaching, and development of evaluation instruments.

Graduates of the program may be employed as cosmetology instructors in public or private education and business.

Competencies:

Upon successful completion of this program, the student should be able to:

- ♦ plan and develop varying instructional materials and teaching aids.
- ♦ apply effective teaching practices and methods of instruction to all types of learners.
- ♦ develop, construct, and evaluate classroom tests as well as alternative methods of testing.
- ♦ apply effective methods of behavior management.

Recommended sequence of courses for Cosmetology Instructor curriculum:

Course Title		Course Category	Hours Per Week			Credit Hours
			Class	Lab	Clinical	
First Semester						
COS 271	Instructor Concepts I	Major	5	0	0	5
COS 272	Instructor Practicum I	Major	0	21	0	<u>7</u>
						12
Second Semester						
COS 273	Instructor Concepts II	Major	5	0	0	5
COS 274	Instructor Practicum II	Major	0	21	0	<u>7</u>
						12

TOTAL CREDIT HOURS IN PROGRAM 24

CRIMINAL JUSTICE TECHNOLOGY
Associate in Applied Science—A55180

The Criminal Justice Technology curriculum is designed to provide knowledge of criminal justice systems and operations. Study will focus on local, state, and federal law enforcement, judicial processes, corrections, and security services. The criminal justice system’s role within society will be explored.

Emphasis is on criminal justice systems, criminology, juvenile justice, criminal and constitutional law, investigative principles, ethics, and community relations. Additional study may include issues and concepts of government, counseling, communications, computers, and technology.

Employment opportunities exist in a variety of local, state, and federal law enforcement, corrections, and security fields. Examples include police officer, deputy sheriff, county detention officer, state trooper, intensive probation/parole surveillance officer, correctional officer, and loss prevention specialist.

Competencies:

Upon successful completion of this program, the student should be able to:

- ◆ apply course work to the fields of law enforcement, courts, and corrections.
- ◆ apply modern techniques of criminal investigation and criminalistics.
- ◆ apply criminal law, constitutional law, juvenile law, and criminal procedures to “real world” situations.
- ◆ apply contemporary principles in criminal justice.
- ◆ apply contemporary theories in criminology.
- ◆ demonstrate effective oral and written communication skills.
- ◆ examine the relationship between criminal justice agencies and the citizens.

Recommended sequence of courses for Criminal Justice Technology curriculum:

			Hours Per Week			Credit Hours
			Course Category	Class	Lab	
Course Title						
Fall Semester (first year)						
ACA 111	College Student Success	Other	1	0	0	1
CJC 111	Introduction to Criminal Justice	Major	3	0	0	3
CJC 113	Juvenile Justice	Major	3	0	0	3
* CJC 131	Criminal Law	Major	3	0	0	3
ENG 111	Expository Writing	General	3	0	0	3
PSY 150	General Psychology	General	3	0	0	<u>3</u>
						16

Spring Semester (first year)						
CIS 110	Introduction to Computers	Other	2	2	0	3
CJC 112	Criminology	Major	3	0	0	3
CJC 141	Corrections	Major	3	0	0	3
ENG 113	Literature-Based Research	General	3	0	0	3
or						
ENG 114	Professional Research and Reporting	General	3	0	0	3
MAT 115	Mathematical Models	General	2	2	0	3
or						
MAT 140	Survey of Mathematics	General	3	0	0	3
or						
MAT 171	Precalculus Algebra	General	3	0	0	<u>3</u>
						15
Summer Semester (first year)						
CJC 222	Criminalistics	Major	3	0	0	3
ENG 115	Oral Communication	General	3	0	0	<u>3</u>
						6
Fall Semester (second year)						
* CJC 132	Court Procedure and Evidence	Major	3	0	0	3
CJC 212	Ethics and Community Relations	Major	3	0	0	3
CJC 215	Organization and Administration	Major	3	0	0	3
* CJC 231	Constitutional Law	Major	3	0	0	3
	Social/behavioral science elective	General				<u>3</u>
						15
Spring Semester (second year)						
CJC 121	Law Enforcement Operations	Major	3	0	0	3
or						
CJC 233	Correctional Law	Major	3	0	0	3
or						
COE 111	Co-op Work Experience I	Major	0	0	10	1
and						
COE 121	Co-op Work Experience II	Major	0	0	10	1
CJC 213	Substance Abuse	Major	3	0	0	3
* CJC 221	Investigative Principles	Major	3	2	0	4
PSY 281	Abnormal Psychology	Major	3	0	0	3
	Humanities elective	General				<u>3</u>
						15-16

TOTAL CREDIT HOURS IN PROGRAM 67-68

Note: English and mathematics courses may require prep courses (those courses numbered below 100) dependent on placement test scores. It may, therefore, require more than two years to complete the associate degree requirements.

* Students successfully completing Basic Law Enforcement Training will receive credit for the following courses: CJC 131, CJC 132, CJC 221, and CJC 231. These students must be eligible for BLET certification.

Criminal Justice Technology Diploma Option—D55180

Students completing the following courses will receive a diploma in Criminal Justice Technology:

		Hours Per Week			Credit Hours
		Class	Lab	Work Exp.	
	Course Title				
CIS 110	Introduction to Computers	2	2	0	3
CJC 111	Introduction to Criminal Justice	3	0	0	3
CJC 112	Criminology	3	0	0	3
CJC 113	Juvenile Justice	3	0	0	3
CJC 131	Criminal Law	3	0	0	3
CJC 132	Court Procedure and Evidence	3	0	0	3
CJC 141	Corrections	3	0	0	3
CJC 212	Ethics and Community Relations	3	0	0	3
CJC 213	Substance Abuse	3	0	0	3
CJC 221	Investigative Principles	3	2	0	4
CJC 231	Constitutional Law	3	0	0	3
ENG 111	Expository Writing	3	0	0	3
or					
ENG 115	Oral Communication	3	0	0	3
PSY 150	General Psychology	3	0	0	3

Criminal Justice Technology Certificate Options

Students completing the following courses will receive a certificate in Criminal Justice Technology—Corrections (C55180C):

		Hours Per Week			Credit Hours
		Class	Lab	Work Exp.	
	Course Title				
CJC 111	Introduction to Criminal Justice	3	0	0	3
CJC 112	Criminology	3	0	0	3
CJC 113	Juvenile Justice	3	0	0	3
CJC 141	Corrections	3	0	0	3
CJC 212	Ethics and Community Relations	3	0	0	3

Students completing the following courses will receive a certificate in Criminal Justice Technology—Law Enforcement (C55180L):

		Hours Per Week			Credit Hours
		Class	Lab	Work Exp.	
	Course Title				
CJC 111	Introduction to Criminal Justice	3	0	0	3
CJC 112	Criminology	3	0	0	3
CJC 131	Criminal Law	3	0	0	3
CJC 132	Court Procedure and Evidence	3	0	0	3
CJC 212	Ethics and Community Relations	3	0	0	3

EARLY CHILDHOOD ASSOCIATE

Associate in Applied Science—A55220

The Early Childhood Associate curriculum prepares individuals to work with children from infancy through middle childhood in diverse learning environments. Students will combine learned theories with practice in actual settings with young children under the supervision of qualified teachers.

Course work includes child growth and development, physical/nutritional needs of children, care and guidance of children, and communication skills with parents and children. Students will foster the cognitive/language, physical/motor, social/emotional and creative development of young children.

Graduates are prepared to plan and implement developmentally appropriate programs in early childhood settings. Employment opportunities include child development and child care programs, preschools, public and private schools, recreational centers, Head Start Programs, and school-aged programs.

Students must have completed First Aid and CPR certifications prior to graduation.

Competencies:

Upon successful completion of this program, the student should be able to:

- ◆ promote overall child development in the intellectual, language, social, emotional, physical, and self-image areas through planning and presentation of developmentally appropriate activities.
- ◆ organize indoor and outdoor learning centers for safe and healthy care and education of various developmental levels of children aged 0 to 8 years.
- ◆ carry out responsibilities related to the overall functioning of the children’s program in staffing, assignment of classroom responsibilities, equipment and supply inventory, and evaluation.
- ◆ communicate effectively with coworkers and parents about aspects of the children’s program, child behavior and guidance, and available human resource agencies.
- ◆ value membership in professional organizations and participate in professional development opportunities for personal growth and job-related skills.

Recommended sequence of courses for Early Childhood Associate curriculum:

Course Title		Course Category	Hours Per Week			Credit Hours
			Class	Lab	Work Exp.	
Fall Semester (first year)						
ACA 111	College Student Success	General	1	0	0	1
EDU 119	Early Childhood Education	Major	3	2	0	4
or						
EDU 111	Early Childhood Credentials I	Major	2	0	0	2
and						
EDU 112	Early Childhood Credentials II	Major	2	0	0	2
or						
EDU 111	Early Childhood Credentials I	Major	2	0	0	2
and						
EDU 113	Family/Early Childhood Credentials	Major	2	0	0	2
EDU 144	Child Development I	Major	3	0	0	3
EDU 146	Child Guidance	Major	3	0	0	3
EDU 151	Creative Activities	Major	3	0	0	3
						14

Spring Semester (first year)

CIS 110	Introduction to Computers	Major	2	2	0	3
COE 111	Co-op Work Experience I	Major	0	0	10	1
COE 115	Work Experience Seminar I	Major	1	0	0	1
EDU 131	Child, Family, and Community	Major	3	0	0	3
EDU 145	Child Development II	Major	3	0	0	3
EDU 282	Early Childhood Literature	Major	3	0	0	3
ENG 111	Expository Writing	General	3	0	0	<u>3</u>
						17

Summer Semester (first year)

EDU 221	Children With Special Needs	Major	3	0	0	3
EDU 253	Music for Children	Major	1	2	0	2
	Humanities elective	General				<u>3</u>
						8

Fall Semester (second year)

COE 121	Co-op Work Experience II	Major	0	0	10	1
COE 125	Work Experience Seminar II	Major	1	0	0	1
EDU 252	Math and Science Activities	Major	3	0	0	3
ENG 113	Literature-Based Research	Major	3	0	0	3
or						
ENG 114	Professional Research and Reporting	General	3	0	0	3
MAT 115	Mathematic Models	General	2	2	0	3
or						
MAT 140	Survey of Mathematics	General	3	0	0	3
PSY 150	General Psychology	General	3	0	0	3
	*Optional course from Professional Business and Management list	Major				<u>3</u>
						17

Spring Semester (second year)

COE 131	Co-op Work Experience III	Major	0	0	10	1
COE 135	Work Experience Seminar III	Major	1	0	0	1
EDU 153	Health, Safety, and Nutrition	Major	3	0	0	3
EDU 188	Issues in Early Childhood Education	Major	2	0	0	2
EDU 261	Early Childhood Administration I	Major	2	0	0	2
ENG 115	Oral Communication	General	3	0	0	3
	*Optional courses from Professional Business and Management list	Major				<u>6</u>
						18

TOTAL CREDIT HOURS IN PROGRAM 74

Note: English and mathematics courses may require prep courses (those courses numbered below 100) dependent on placement test scores. It may, therefore, require more than two years to complete the associate degree requirements.

* Professional Business and Management Option (9 credit hours):

Course Title		Hours Per Week			Credit Hours
		Class	Lab	Work Exp.	
CIS 152	Database Concepts and Applications	2	2	0	3
EDU 171	Instructional Media	1	2	0	2
EDU 191	Selected Topics in Early Childhood Associate	0-1	0-3	0	1
EDU 192	Selected Topics in Early Childhood Associate	0-2	0-6	0	2
EDU 234	Infants, Toddlers, and Twos	3	0	0	3

EDU 259	Curriculum Planning	3	0	0	3
EDU 262	Early Childhood Administration II	3	0	0	3
EDU 263	Developing a School-Aged Program	2	0	0	2
EDU 275	Effective Teaching Training	2	0	0	2

Early Childhood Associate Diploma Option—D55220

Students completing the following courses will receive a diploma in Early Childhood Associate:

Course Title		Hours Per Week			Credit Hours
		Class	Lab	Work Exp.	
ACA 111	College Student Success	1	0	0	1
CIS 110	Introduction to Computers	2	2	0	3
COE 111	Co-op Work Experience I	0	0	10	1
COE 115	Work Experience Seminar I	1	0	0	1
EDU 119	Early Childhood Education	3	2	0	4
or					
EDU 111	Early Childhood Credentials I	2	0	0	2
and					
EDU 112	Early Childhood Credentials II	2	0	0	2
or					
EDU 111	Early Childhood Credentials I	2	0	0	2
and					
EDU 113	Family/Early Childhood Credentials	2	0	0	2
EDU 131	Child, Family, and Community	3	0	0	3
EDU 144	Child Development I	3	0	0	3
EDU 145	Child Development II	3	0	0	3
EDU 146	Child Guidance	3	0	0	3
EDU 151	Creative Activities	3	0	0	3
EDU 221	Children With Special Needs	3	0	0	3
EDU 253	Music for Children	1	2	0	2
EDU 282	Early Childhood Literature	3	0	0	3
ENG 111	Expository Writing	3	0	0	3
ENG 113	Literature-Based Research	3	0	0	3
or					
ENG 114	Professional Research and Reporting	3	0	0	3
PSY 150	General Psychology	3	0	0	3
	Humanities elective				3

Early Childhood Associate Certificate Option—C55220

Students completing the following courses will receive a certificate in Early Childhood Associate:

		Hours Per Week			Credit Hours
		Class	Lab	Work Exp.	
EDU 144	Child Development I	3	0	0	3
EDU 146	Child Guidance	3	0	0	3
EDU 151	Creative Activities	3	0	0	3
EDU 252	Math and Science Activities	3	0	0	3
EDU 253	Music for Children	1	2	0	2
EDU 282	Early Childhood Literature	3	0	0	3

Early Childhood Associate Administration Advanced Certificate Option—C55220A

Students completing the following courses will receive a certificate in Early Childhood Associate—Administration Advanced Certificate:

		Hours Per Week			Credit Hours
		Class	Lab	Work Exp.	
EDU 146	Child Guidance	3	0	0	3
EDU 151	Creative Activities	3	0	0	3
EDU 261	Early Childhood Administration I	2	0	0	2
EDU 262	Early Childhood Administration II	3	0	0	3
EDU 263	Developing a School-Aged Program	2	0	0	2
EDU 282	Early Childhood Literature	3	0	0	3

A North Carolina Early Childhood Administration credential will be awarded upon completion of this certificate with the addition of Level I approved portfolio activities.

EARLY CHILDHOOD ASSOCIATE
Teacher Associate Concentration—A5522B

Teacher Associate is a concentration under the curriculum title of Early Childhood Associate. This curriculum prepares individuals to work with children from early through middle childhood in diverse learning environments. Students will combine learned theories with practice in actual settings with young children under the supervision of qualified teachers.

Course work includes childhood growth and development, physical/nutritional needs of children, care and guidance of children, and communication skills with parents and children. Students will foster the cognitive/language, physical/motor, social/emotional and creative development of young children.

Graduates are prepared to plan and implement developmentally appropriate programs in early childhood settings. Employment opportunities include child development and child care programs, preschools, public and private schools, recreational centers, Head Start Programs, and school-aged programs.

Students must have completed First Aid and CPR certifications prior to graduation.

Competencies:

Upon successful completion of this program, the student should be able to:

- ◆ promote overall child development in the intellectual, language, social, emotional, physical, and self-image areas through planning and presentation of developmentally appropriate activities for elementary school children.
- ◆ organize indoor and outdoor learning centers for safe and healthy care and education of various developmental levels of children aged 5 to 12 years.
- ◆ communicate effectively with coworkers and parents about aspects of the children’s program, child behavior and guidance, and available human resource agencies.
- ◆ value membership in professional organizations and participate in professional development opportunities for personal growth and job-related skills.

Recommended sequence of courses for Early Childhood Associate/Teacher Associate Concentration curriculum:

			Hours Per Week			Credit Hours
			Course Category	Class	Lab	
Course Title						
Fall Semester (first year)						
ACA 111	College Student Success	General	1	0	0	1
EDU 118	Teacher Associate Principles and Practices	Major	3	0	0	3
EDU 119	Early Childhood Education	Major	3	2	0	4
or						
EDU 111	Early Childhood Credentials I	Major	2	0	0	2
and						
EDU 112	Early Childhood Credentials II	Major	2	0	0	2
EDU 144	Child Development I	Major	3	0	0	3
EDU 146	Child Guidance	Major	3	0	0	3
EDU 151	Creative Activities	Major	3	0	0	3
						17

Spring Semester (first year)

CIS 110	Introduction to Computers	Major	2	2	0	3
COE 111	Co-op Work Experience I	Major	0	0	10	1
COE 115	Work Experience Seminar I	Major	1	0	0	1
EDU 145	Child Development II	Major	3	0	0	3
EDU 186	Reading and Writing Methods	Major	3	0	0	3
EDU 282	Early Childhood Literature	Major	3	0	0	3
ENG 111	Expository Writing	General	3	0	0	<u>3</u>
						17

Summer Semester (first year)

EDU 221	Children With Special Needs	Major	3	0	0	3
EDU 253	Music for Children	Major	1	2	0	2
EDU 275	Effective Teacher Training	Major	2	0	0	2
	Humanities elective	General				<u>3</u>
						10

Fall Semester (second year)

COE 121	Co-op Work Experience II	Major	0	0	10	1
EDU 157	Active Play	Major	2	2	0	3
EDU 235	School-Aged Development and Programs	Major	2	0	0	2
EDU 252	Mathematics and Science Activities	Major	3	0	0	3
EDU 285	Internship Experience—School Aged	Major	1	0	0	1
ENG 113	Literature-Based Research	General	3	0	0	3
	or					
ENG 114	Professional Research and Reporting	General	3	0	0	3
PSY 150	General Psychology	General	3	0	0	<u>3</u>
						16

Spring Semester (second year)

COE 131	Co-op Work Experience III	Major	0	0	10	1
COE 135	Work Experience Seminar III	Major	1	0	0	1
EDU 131	Child, Family, and Community	Major	3	0	0	3
EDU 171	Instructional Media	Major	1	2	0	2
EDU 185	Cognitive and Language Activities	Major	3	0	0	3
ENG 115	Oral Communication	General	3	0	0	3
MAT 115	Mathematic Models	General	3	0	0	3
	or					
MAT 140	Survey of Mathematics	General	3	0	0	3
	* Elective from list	Major				<u>3</u>
						16

TOTAL CREDIT HOURS IN PROGRAM 76

Note: English and mathematics courses may require prep courses (those courses numbered below 100) dependent on placement test scores. It may, therefore, require more than two years to complete the associate degree requirements.

*Students will select 3 credit hours from the following list of courses:

Course Title		Hours Per Week			Credit Hours
		Class	Lab	Work Exp.	
EDU 153	Health, Safety, and Nutrition	3	0	0	3
EDU 191	Selected Topics in Early Childhood Associate	0-1	0-3	0	1
EDU 192	Selected Topics in Early Childhood Associate	0-2	0-6	0	2
EDU 263	Developing a School-Aged Program	2	0	0	2

Early Childhood Associate/Teacher Associate Concentration Diploma Option—D5522B

Students completing the following courses will receive a diploma in Early Childhood Associate/Teacher Associate Concentration:

		Hours Per Week			Credit Hours
		Class	Lab	Work Exp.	
ACA 111	College Student Success	1	0	0	1
COE 111	Co-op Work Experience I	0	0	10	1
COE 115	Work Experience Seminar I	1	0	0	1
COE 121	Co-op Work Experience II	0	0	10	1
EDU 118	Teacher Associate Principles and Practices	3	0	0	3
EDU 119	Early Childhood Education	3	2	0	4
or					
EDU 111	Early Childhood Credentials I	2	0	0	2
and					
EDU 112	Early Childhood Credentials II	2	0	0	2
EDU 131	Child, Family, and Community	3	0	0	3
EDU 144	Child Development I	3	0	0	3
EDU 145	Child Development II	3	0	0	3
EDU 146	Child Guidance	3	0	0	3
EDU 186	Reading and Writing Methods	3	0	0	3
EDU 221	Children With Special Needs	3	0	0	3
EDU 235	School-Aged Development and Programs	2	0	0	2
EDU 275	Effective Teacher Training	2	0	0	2
EDU 282	Early Childhood Literature	3	0	0	3
EDU 285	Internship Experience—School Aged	1	0	0	1
ENG 111	Expository Writing	3	0	0	3
ENG 113	Literature-Based Research	3	0	0	3
or					
ENG 114	Professional Research and Reporting	3	0	0	3
PSY 150	General Psychology	3	0	0	3
Electives (5 semester hours from list below)					5
Electives:					
EDU 151	Creative Activities	3	0	0	3
EDU 157	Active Play	2	2	0	3
EDU 171	Instructional Media	1	2	0	2
EDU 252	Mathematics and Science Activities	3	0	0	3
EDU 253	Music for Children	1	2	0	2
EDU 263	Developing a School-Aged Program	2	0	0	2

Early Childhood Associate/Teacher Associate Concentration Certificate Option—C5522B

Students completing the following courses will receive a certificate in Early Childhood Associate/Teacher Associate Concentration:

		Hours Per Week			Credit Hours
		Class	Lab	Work Exp.	
EDU 145	Child Development II	3	0	0	3
EDU 146	Child Guidance	3	0	0	3
EDU 171	Instructional Media	1	2	0	2
EDU 185	Cognitive and Language Activities	3	0	0	3
EDU 235	School-Aged Development and Programs	2	0	0	2
EDU 275	Effective Teacher Training	2	0	0	2

ELECTRONICS ENGINEERING TECHNOLOGY

Associate in Applied Science—A40200

The Electronics Engineering Technology curriculum prepares individuals to become technicians who design, build, install, test, troubleshoot, repair, and modify development and production electronic components, equipment, and systems such as industrial/computer controls, manufacturing systems, communication systems, and power electronic systems.

A broad-based core of courses, including basic electricity, solid-state fundamentals, digital concepts, and microprocessors, ensures the student will develop the skills necessary to perform entry-level tasks. Emphasis is placed on developing the student's ability to analyze and troubleshoot electronic systems.

Special emphasis is placed on computer literacy, computer-aided design (CAD), data communications, electronic communications systems (telecommunications), as well as industrial controls (Programmable Logic Controller), microprocessor systems, and industrial control transducers. On-line (Internet) experience is also an integral part of the EET program as much of the course work provides hands-on laboratory experiments that often include accessing the web.

Graduates should qualify for employment as engineering assistants or electronic technicians with job titles such as electronics engineering technician, field service technician, maintenance technician, electronic tester, electronic systems integrator, bench technician, and production control technician.

Competencies:

Upon successful completion of this program, the student should be able to:

- ◆ use basic test equipment including analog and digital volt-ohm-amp meters, oscilloscope, clamp-on ammeter, digital logic probe, and logic analyzer.
- ◆ demonstrate a theoretical and hands-on understanding of basic analog electronics involving the diode, bipolar junction transistor, various field effect transistors, op amps, SCRs, triacs, and diacs.
- ◆ describe and analyze basic combinational and sequential digital logic circuits.
- ◆ demonstrate a theoretical and hands-on understanding of basic microprocessor circuitry and the software that controls it.
- ◆ examine basic AC and DC motors and their controls including troubleshooting relay controls.
- ◆ apply theory and an understanding of Programmable Logic Controllers including simple programming tasks, wiring, and troubleshooting.
- ◆ describe and analyze computer networks, topology, management, system components, and testing.
- ◆ demonstrate an understanding of data communications systems, modulation, encoding, and commonly used codes (ASCII).
- ◆ utilize the Internet to find technical information.
- ◆ demonstrate effective oral and written communication skills.

Recommended sequence of courses for Electronics Engineering Technology curriculum:

Course Title		Course Category	Hours Per Week			Credit Hours
			Class	Lab	Work Exp.	
Fall Semester (first year)						
ACA 111	College Student Success	General	1	0	0	1
CIS 110	Introduction to Computers	Major	2	2	0	3
DFT 151	CAD I	Major	2	3	0	3
ENG 111	Expository Writing	General	3	0	0	3
	Humanities elective	General				<u>3</u>
						13
Spring Semester (first year)						
ELC 131	DC/AC Circuit Analysis	Major	4	3	0	5
ENG 114	Professional Research and Reporting	General	3	0	0	3
MAT 121	Algebra and Trigonometry	General	2	2	0	3
	or					
MAT 171	Precalculus Algebra	General	3	0	0	3
	Social/behavioral science elective	General				<u>3</u>
						14
Summer Semester (first year)						
ELN 131	Electronic Devices	Major	3	3	0	4
ELN 133	Digital Electronics	Major	3	3	0	4
MAT 122	Algebra and Trigonometry II	General	2	2	0	3
	or					
MAT 172	Precalculus Trigonometry	General	3	0	0	<u>3</u>
						11
Fall Semester (second year)						
CIS 175	Network Management I	Major	2	2	0	3
ELN 132	Linear IC Applications	Major	3	3	0	4
ELN 232	Introduction to Microprocessors	Major	3	3	0	4
PHY 131	Physics—Mechanics	Major	3	2	0	<u>4</u>
						15
Spring Semester (second year)						
ELN 234	Communication Systems	Major	3	3	0	4
	*Electives from list	Major				<u>10</u>
						14

TOTAL CREDIT HOURS IN PROGRAM 67

Note: English and mathematics courses may require prep courses (those courses numbered below 100) dependent on placement test scores. It may, therefore, require more than two years to complete the associate degree requirements.

MAT 171 and MAT 172 should be taken by students desiring to transfer to a four-year institution.

*Students will select 10 credit hours from the following list of courses:

Course Title		Hours Per Week			Credit Hours
		Class	Lab	Work Exp.	
ATR 213	Programmable Controllers	3	3	0	4
CET 111	Computer Upgrade/Repair I	2	3	0	3
COE 112	Co-op Work Experience I	0	0	20	2
ELC 113	Basic Wiring I	2	6	0	4
ELC 117	Motors and Controls	2	6	0	4

ELC 128	Introduction to PLC	2	3	0	3
ELC 228	PLC Applications	2	6	0	4
ELC 229	Applications Project	1	3	0	2
ELN 152	Fabrication Techniques	1	3	0	2
ELN 235	Data Communication Systems	3	3	0	4
ELN 236	Fiber Optics and Lasers	3	2	0	3
ELN 237	Local Area Networks	2	3	0	3
ELN 247	Electronic Applications Project	1	3	0	2
ELN 275	Troubleshooting	1	2	0	2

Electronics Engineering Technology Diploma Option—D40200

Students completing the following courses will receive a diploma in Electronics Engineering Technology:

Course Title		Hours Per Week			Credit Hours
		Class	Lab	Work Exp.	
CIS 110	Introduction to Computers	2	2	0	3
DFT 151	CAD I	2	3	0	3
ELC 131	DC/AC Circuit Analysis	4	3	0	5
ELN 131	Electronic Devices	3	3	0	4
ELN 132	Linear IC Applications	3	3	0	4
ELN 133	Digital Electronics	3	3	0	4
ELN 232	Introduction to Microprocessors	3	3	0	4
ENG 111	Expository Writing	3	0	0	3
MAT 121	Algebra and Trigonometry	2	2	0	3
or					
MAT 171	Precalculus Algebra	3	0	0	3
PHY 131	Physics—Mechanics	3	2	0	4

Electronics Engineering Technology Certificate Option—C40200

Students completing the following courses will receive a certificate in Electronics Engineering Technology:

Course Title		Hours Per Week			Credit Hours
		Class	Lab	Work Exp.	
ELC 131	DC/AC Circuit Analysis	4	3	0	5
ELN 131	Electronic Devices	3	3	0	4
ELN 133	Digital Electronics	3	3	0	4
MAT 121	Algebra and Trigonometry	2	2	0	3
or					
MAT 171	Precalculus Algebra	3	0	0	3

ESTHETICS TECHNOLOGY

Certificate—C55230

The Esthetics Technology curriculum provides competency-based knowledge, scientific/artistic principles, and hands-on fundamentals associated with the art of skin care. The curriculum provides a simulated salon environment that enables students to develop manipulative skills.

Course work includes instruction in all phases of professional Esthetics Technology, business/human relations, product knowledge, and other related topics.

Graduates should be prepared to take the North Carolina Cosmetology State Board Licensing Exam and upon passing be licensed and qualify for employment in beauty and cosmetic/skin care salons, as a platform artist, and in related businesses.

Competencies:

Upon successful completion of this program, the student should be able to:

- ◆ understand and apply concepts of manual facial treatments including skin analysis, cleansing, scientific manipulations, packs, and masks.
- ◆ understand and apply concepts of electrical facial treatments including dermal lights and electrical apparatus for facials and skin care.
- ◆ understand and apply concepts for eyebrow arching and superfluous hair removal.
- ◆ understand and apply concepts for facial makeup including skin analysis and corrective makeup.
- ◆ apply all sanitation procedures required for public health.
- ◆ apply all North Carolina State Board laws and regulations.
- ◆ safely and competently apply advanced theory and practical skin care procedures in a clinical setting.

Recommended sequence of courses for Esthetics Technology curriculum:

Course Title		Course Category	Hours Per Week			Credit Hours
			Class	Lab	Clinical	
First Semester						
COS 119	Esthetics Concepts I	Major	2	0	0	2
COS 120	Esthetics Salon I	Major	0	18	0	6
COS 125	Esthetics Concepts II	Major	2	0	0	2
COS 126	Esthetics Salon II	Major	0	18	0	<u>6</u>
						16

TOTAL CREDIT HOURS IN PROGRAM 16

HUMAN SERVICES TECHNOLOGY
Associate in Applied Science—A45380

The Human Services Technology curriculum prepares students for entry-level positions in institutions and agencies that provide social, community, and educational services. Along with core courses, students take courses that prepare them for specialization in specific human service areas.

Students will take courses from a variety of disciplines. Emphasis in core courses is placed on development of relevant knowledge, skills, and attitudes in human services. Fieldwork experience will provide opportunities for application of knowledge and skills learned in the classroom.

Graduates should qualify for positions in mental health, child care, family services, social services, rehabilitation, correction, and educational agencies. Graduates choosing to continue their education may select from a variety of transfer programs at senior public and private institutions.

Competencies:

Upon successful completion of this program, the student should be able to:

- ◆ write a formal intake/social history report for a client in various institutional settings.
- ◆ demonstrate active listening techniques to elicit both factual information as well as emotions and feelings from clients.
- ◆ understand the legal elements (personal, patient, and institutional) for the human services industry.
- ◆ show familiarity and experience with various treatment modalities and their appropriate applications.
- ◆ apply theories of group dynamics in a group setting.
- ◆ intervene in a client crisis and direct the client toward an end goal of full problem solution.
- ◆ demonstrate interviewing skills as well as the ability to deliver effective oral presentations.

Recommended sequence of courses for Human Services Technology curriculum:

Course Title			Course Category	Hours Per Week		Credit Hours
				Class	Lab	
Fall Semester (first year)						
ACA 111	College Student Success	Other	1	0	0	1
CIS 110	Introduction to Computers	Major	2	2	0	3
ENG 111	Expository Writing	General	3	0	0	3
HSE 110	Introduction to Human Services	Major	2	2	0	3
PSY 150	General Psychology	Major	3	0	0	3
SOC 210	Introduction to Sociology	Major	3	0	0	3
						16
Spring Semester (first year)						
ENG 113	Literature-Based Research	General	3	0	0	3
or						
ENG 114	Professional Research and Reporting	General	3	0	0	3
HSE 112	Group Process I	Major	1	2	0	2
HSE 123	Interviewing Techniques	Major	2	2	0	3
PSY 241	Developmental Psychology	Major	3	0	0	3
SOC 213	Sociology of the Family	Major	3	0	0	3
						14

Summer Semester. (first year)

HSE 227	Children and Adolescents in Crisis	Major	3	0	0	3
PSY 255	Introduction to Exceptionality	Major	3	0	0	<u>3</u>
						6

Fall Semester (second year)

COE 111	Co-op Work Experience I	Major	0	0	10	1
COE 115	Work Experience Seminar I	Major	1	0	0	1
HSE 125	Counseling	Major	2	2	0	3
HSE 225	Crisis Intervention	Major	3	0	0	3
MAT 115	Mathematical Models	General	2	2	0	3
or						
MAT 140	Survey of Mathematics	General	3	0	0	3
PSY 281	Abnormal Psychology	Major	3	0	0	3
SAB 110	Substance Abuse Overview	Major	3	0	0	<u>3</u>
						17

Spring Semester (second year)

COE 121	Co-op Work Experience II	Major	0	0	10	1
COE 125	Work Experience Seminar II	Major	1	0	0	1
HSE 210	Human Services Issues	Major	2	0	0	2
SOC 232	Social Context of Aging	Major	3	0	0	3
	Elective from list	Major				3
	Humanities elective	General				<u>3</u>
						13

TOTAL CREDIT HOURS IN PROGRAM 66

Note: English and mathematics courses may require prep courses (those courses numbered below 100) dependent on placement test scores. It may, therefore, require more than two years to complete the associate degree requirements.

Students will select elective from the following list of courses:

Course Title		Hours Per Week			Credit Hours
		Class	Lab	Work Exp.	
GRO 120	Gerontology	3	0	0	3
GRO 240	Gerontology Care Managing	2	0	0	2
SAB 137	Co-Dependency	3	0	0	3
SAB 210	Substance Abuse Counseling	2	2	0	3
HSE 220	Case Management	2	2	0	3
PSY 141	Psychology of Death and Dying	3	0	0	3
PSY 265	Behavior Modification	3	0	0	3

Human Services Technology Diploma Option—D45380

Students completing the following courses will receive a diploma in Human Services Technology:

Course Title		Hours Per Week			Credit Hours
		Class	Lab	Work Exp.	
ACA 111	College Student Success	1	0	0	1
CIS 110	Introduction to Computers	2	2	0	3
ENG 111	Expository Writing	3	0	0	3
ENG 113	Literature-Based Research	3	0	0	3
or					
ENG 114	Professional Research and Reporting	3	0	0	3
HSE 110	Introduction to Human Services	2	2	0	3
HSE 123	Interviewing Techniques	2	2	0	3
HSE 125	Counseling	2	2	0	3
HSE 227	Children and Adolescents in Crisis	3	0	0	3
PSY 150	General Psychology	3	0	0	3
PSY 241	Developmental Psychology	3	0	0	3
PSY 255	Introduction to Exceptionality	3	0	0	3
SOC 210	Introduction to Sociology	3	0	0	3
SOC 213	Sociology of the Family	3	0	0	3

Human Services Technology Certificate Options

Students completing the following courses will receive a certificate in Human Services Technology—Gerontology (C45380G):

Course Title		Hours Per Week			Credit Hours
		Class	Lab	Work Exp.	
GRO 120	Gerontology	3	0	0	3
PSY 141	Psychology of Death and Dying	3	0	0	3
PSY 150	General Psychology	3	0	0	3
SOC 232	Social Context of Aging	3	0	0	3

Students completing the following courses will receive a certificate in Human Services Technology—Substance Abuse (C45380S):

Course Title		Hours Per Week			Credit Hours
		Class	Lab	Work Exp.	
HSE 225	Crisis Intervention	3	0	0	3
SAB 110	Substance Abuse Overview	3	0	0	3
SAB 137	Co-Dependency	3	0	0	3
SAB 210	Substance Abuse Counseling	2	2	0	3

INDUSTRIAL MAINTENANCE TECHNOLOGY**Diploma—D50240**

The Industrial Maintenance Technology program is offered only to employees of selected industries through special arrangements.

The Industrial Maintenance Technology curriculum is designed to prepare or upgrade individuals to service, maintain, repair, or install equipment for a wide range of industries. Instruction includes theory and skill training needed for inspecting, testing, troubleshooting, and diagnosing industrial equipment and physical facilities.

Students will learn technical skills in blueprint reading, electricity, hydraulics/pneumatics, machining, welding, and various maintenance procedures. Practical application in these industrial systems will be emphasized, and additional advanced course work may be offered.

Upon completion of any of the various levels of this curriculum, graduates should gain the necessary practical skills and related technical information to qualify for employment or advancement in the various areas of industrial maintenance technology.

Competencies:

Upon successful completion of this program, the student should be able to:

- ◆ install and run new circuits according to Electrical Code requirements, install motor control units, wire electric motors, troubleshoot and repair control circuits, and repair electrical components.
- ◆ repair and install pumps; install hoses and fittings; repair and install valves; bend and install piping and tubing; install dryers, regulators, and filters; and install hydraulic filters and strainers.
- ◆ operate test equipment; troubleshoot, remove, and replace electronic components; program PLCs; and calibrate electronic components.
- ◆ set up and operate welding equipment; operate gas cutting equipment; operate shear, break, and rollers; perform sheet metal operations; and set up and operate machine shop equipment.
- ◆ cut and bend pipe as required, install pipe using proper connection, insulate piping, and observe all code requirements.
- ◆ read blueprints that specify mechanical, electrical, and fabrication requirements using standard symbol sets.
- ◆ demonstrate effective oral and written communication skills.

Students completing the following courses will receive a diploma in Industrial Maintenance Technology:

		Hours Per Week			Credit Hours
Course Title		Class	Lab	Work Exp.	
ATR 213	Programmable Controllers	3	3	0	4
BPR 111	Blueprint Reading	1	2	0	2
CIS 110	Introduction to Computers	2	2	0	3
DFT 151	CAD I	2	3	0	3
ELC 131	DA/AC Circuit Analysis	4	3	0	5
ELN 131	Electronic Devices	3	3	0	4
ENG 111	Expository Writing	3	0	0	3
HYD 110	Hydraulics/Pneumatics	2	3	0	3
ISC 112	Industrial Safety	2	2	0	4
MAT 171	Precalculus Algebra	3	0	0	3
MEC 111	Machine Processes I	2	3	0	3
MNT 110	Introduction to Maintenance Procedures	1	3	0	2
WLD 112	Basic Welding Processes	1	3	0	2

Note: English and mathematics courses may require prep courses (those courses numbered below 100) dependent on placement test scores. It may, therefore, require more than one year to complete the diploma requirements.

Industrial Maintenance Technology Certificate Option—C50240

Students completing the following courses will receive a certificate in Industrial Maintenance Technology:

		Hours Per Week			Credit Hours
Course Title		Class	Lab	Work Exp.	
ATR 213	Programmable Controllers	3	3	0	4
DFT 151	CAD I	2	3	0	3
ELC 131	DC/AC Circuit Analysis	4	3	0	5
HYD 110	Hydraulics/Pneumatics	2	3	0	3
MAT 171	Precalculus Algebra	3	0	0	3

INDUSTRIAL MANAGEMENT TECHNOLOGY

Certificate—C50260

The Industrial Management Technology curriculum is designed to equip students with the knowledge, skills, and abilities to function effectively in staff, front-line leadership, and mid-level management positions in organizations. The program emphasizes team building, TQM, SPC, motivation, continuous improvement, systems, and leadership.

Course work includes the integrated study of quality and productivity improvement, production operations, management, financial analysis, problem solving, and management of resources—human, physical, and information. Course work incorporates a broad understanding of computer applications to analyze and solve problems.

Graduates should qualify for entry-level positions such as front-line supervisor, engineering assistant, production planner, inventory supervisor, or quality control technician. With additional training and experience, graduates could become plant managers or production managers.

Competencies:

Upon successful completion of this program, the student should be able to:

- ◆ demonstrate knowledge of a safe working environment.
- ◆ demonstrate an understanding of day-to-day plant operations, team management processes, and principles of group dynamics.
- ◆ demonstrate an understanding of the concepts of quality and apply them to the work environment.
- ◆ demonstrate an understanding of productivity concepts and apply improvement techniques to work situations.

Recommended sequence of courses for Industrial Management curriculum:

		Hours Per Week			Credit Hours
		Class	Lab	Work Exp.	
Course Title					
Fall Semester					
ISC 112	Industrial Safety	2	0	0	2
ISC 128	Industrial Leadership	2	0	0	2
or					
ISC 133	Manufacturing Management Practices	2	0	0	2
ISC 135	Principles of Industrial Management	3	0	0	<u>3</u>
					7
Spring Semester (Select 6 hours from the courses below)					
ISC 132	Manufacturing Quality Control	2	3	0	3
ISC 136	Productivity Analysis I	2	2	0	3
ISC 170	Problem-Solving Skills	3	0	0	3
ISC 233	Industrial Organization and Management	3	0	0	3
ISC 237	Quality Management	2	3	0	3
MEC 111	Machine Processes I	2	3	0	3
MEC 145	Manufacturing Materials I	2	3	0	<u>3</u>
					6

TOTAL CREDIT HOURS IN PROGRAM 13

INFORMATION SYSTEMS

Associate in Applied Science—A25260

The Information Systems curriculum is designed to prepare graduates for employment with organizations that use computers to process, manage, and communicate information. This is a flexible program designed to meet community information systems needs.

Course work includes computer systems terminology and operations, logic, operating systems, database, data communications/networking, and related business topics. Studies will provide experience for students to implement, support, and customize industry-standard information systems.

Graduates should qualify for a wide variety of computer-related entry-level positions that provide opportunities for advancement with increasing experience and ongoing training. Duties may include systems maintenance and troubleshooting, support and training, and business applications design and implementation.

Competencies:

Upon successful completion of this program, the student should be able to:

- ◆ utilize latest system software in the marketplace and businesses and application software such as word processing, spreadsheets, databases, and multimedia presentations.
- ◆ pass multiple MOUS (Microsoft Office User Specialist), CNA (Certified Network Administrator), and other certification examinations.
- ◆ demonstrate proficiency in current computer technology.
- ◆ demonstrate effective oral and written communication skills.

Recommended sequence of courses for Information Systems curriculum:

Course Title		Course Category	Hours Per Week			Credit Hours
			Class	Lab	Work Exp.	
Fall Semester (first year)						
ACA 111	College Student Success	Other	1	0	0	1
BUS 110	Introduction to Business	Major	3	0	0	3
CIS 110	Introduction to Computers	Major	2	2	0	3
CIS 115	Introduction to Programming and Logic	Major	2	2	0	3
ENG 111	Expository Writing	General	3	0	0	3
OST 131	Keyboarding	Major	1	2	0	<u>2</u>
						15
Spring Semester (first year)						
ACC 120	Principles of Accounting I	Major	3	2	0	4
CIS 130	Survey of Operating Systems	Major	2	3	0	3
CIS 172	Introduction to the Internet	Major	2	3	0	3
CSC 139	Visual BASIC Programming	Major	2	3	0	3
ENG 114	Professional Research and Reporting	General	3	0	0	<u>3</u>
						16
Summer Semester (first year)						
CIS 169	Business Presentations	Major	1	2	0	2
NET 110	Data Communication/Networking	Major	2	2	0	<u>3</u>
						5

Fall Semester (second year)

CIS 120	Spreadsheet I	Major	2	2	0	3
CIS 152	Database Concepts and Applications	Major	2	2	0	3
CIS 175	Network Management I	Major	2	2	0	3
COE 111	Co-op Work Experience I	Major	0	0	10	1
MAT 140	Survey of Mathematics	General	3	0	0	<u>3</u>
						13

Spring Semester (second year)

CET 111	Computer Upgrade/Repair I	Major	2	3	0	3
CIS 286	Systems Analysis and Design	Major	3	0	0	3
COE 121	Co-op Work Experience II	Major	0	0	10	1
	*CIS/NET elective	Major				3
	Humanities elective	General				3
	Social/behavioral science elective	General				<u>3</u>
						16

TOTAL CREDIT HOURS IN PROGRAM 65

Note: English and mathematics courses may require prep courses (those courses numbered below 100) dependent on placement test scores. It may, therefore, require more than two years to complete the associate degree requirements.

* Students will select 3 credit hours from the following list of courses:

Course Title		Hours Per Week			Credit Hours
		Class	Lab	Work Exp.	
CIS 126	Graphics Software Introduction	2	2	0	3
CIS 147	Operating Systems—Windows™	2	2	0	3
CIS 162	Multimedia Presentation Software	2	2	0	3
CIS 217	Computer Training and Support	2	2	0	3
NET 260	Internet Development and Support	3	0	0	3

Information Systems Diploma Option—D25260

Students completing the following courses will receive a diploma in Information Systems:

Course Title		Hours Per Week			Credit Hours
		Class	Lab	Work Exp.	
ACA 111	College Student Success	1	0	0	1
BUS 110	Introduction to Business	3	0	0	3
CET 111	Computer Upgrade/Repair I	2	3	0	3
CIS 110	Introduction to Computers	2	2	0	3
CIS 115	Introduction to Programming and Logic	2	2	0	3
CIS 120	Spreadsheet I	2	2	0	3
CIS 130	Survey of Operating Systems	2	3	0	3
CIS 152	Database Concepts and Applications	2	2	0	3
CIS 169	Business Presentations	1	2	0	2
CIS 172	Introduction to the Internet	2	3	0	3
CIS 175	Network Management I	2	2	0	3
ENG 111	Expository Writing	3	0	0	3
MAT 140	Survey of Mathematics	3	0	0	3
NET 110	Data Communication/Networking	2	2	0	3

Information Systems Certificate Options

Students completing the following courses will receive a certificate in Information Systems—C25260I:

		Hours Per Week			Credit Hours
		Class	Lab	Work Exp.	
CET 111	Computer Upgrade/Repair I	2	3	0	3
CIS 110	Introduction to Computers	2	2	0	3
CIS 120	Spreadsheet I	2	2	0	3
CIS 169	Business Presentations	1	2	0	2
CIS 172	Introduction to the Internet	2	3	0	3

Students completing the following courses will receive a certificate in Information Systems—Multimedia (C25260M):

		Hours Per Week			Credit Hours
		Class	Lab	Work Exp.	
CIS 110	Introduction to Computers	2	2	0	3
CIS 126	Graphics Software Introduction	2	2	0	3
CIS 162	Multimedia Presentation Software	2	2	0	3
CIS 169	Business Presentations	1	2	0	2
CIS 172	Introduction to the Internet	2	3	0	3

Students completing the following courses will receive a certificate in Information Systems—Office Professional Track (C25260O):

		Hours Per Week			Credit Hours
		Class	Lab	Work Exp.	
CIS 110	Introduction to Computers	2	2	0	3
CIS 120	Spreadsheet I	2	2	0	3
CIS 169	Business Presentations	1	2	0	2
CIS 172	Introduction to the Internet	2	3	0	3
CIS 193	Professional Document Preparation	2	2	0	3
OST 136	Word Processing	1	2	0	2

Proper keyboarding skill is required for entry into the Information Systems/Office Professional Track certificate program.

INFORMATION SYSTEMS**Office Professional Track****Diploma—D252600**

—Long gone are the days of the traditional “Secretarial Science” Program—

The Information Systems curriculum is designed to prepare graduates for employment with organizations that use computers to process, manage, and communicate information. This is a flexible program designed to meet community information system needs.

The one-year Office Professional Track in Information Systems prepares individuals who are interested in making the office professional field and its related areas a career. Graduates will be entering the office of the twenty-first century, which will be characterized by a change in the workplace with state-of-the-art technology. To survive and thrive in this workplace, one will need to develop excellent oral and written communication skills, teamwork skills, creativity and critical thinking skills, commanding technological skills, and success qualities. The total professional image, in addition to personal appearance, is essential for success.

We are living in a time of tremendous explosion of knowledge. Graduates should be able to obtain employment as an administrative assistant or other office-related professional with both technical and traditional expertise. Today's business world is filled with both the excitement and the challenges of emerging technology, which is an integral part of this Information Age.

Competencies:

Upon successful completion of this program, the student should be able to:

- ◆ produce mailable keyboarding copy with accuracy and speed.
- ◆ demonstrate positive human relations and function as a team member of the work force.
- ◆ prepare professional documents in a manner consistent with and acceptable in an office environment.
- ◆ communicate effectively and employ necessary skills, technical information, and judgment required to assist an executive and to perform tasks independently.
- ◆ demonstrate proficiency in operating systems, Internet navigation, word processing, spreadsheets, business presentations, and data communications.
- ◆ pass multiple MOUS (Microsoft Office User Specialist) certification examinations.

Recommended sequence of courses for Information Systems—Office Professional Track curriculum:

			Hours Per Week			Credit Hours
Course Title			Course Category	Class	Lab	
Fall Semester						
ACA 111	College Student Success	Other	1	0	0	1
BUS 151	People Skills	Major	3	0	0	3
CIS 110	Introduction to Computers	Major	2	2	0	3
CIS 193	Professional Document Preparation	Major	2	2	0	3
ENG 111	Expository Writing	General	3	0	0	3
OST 131	Keyboarding	Major	1	2	0	<u>2</u>
						15
Spring Semester						
CIS 120	Spreadsheet I	Major	2	2	0	3
CIS 130	Survey of Operating Systems	Major	2	3	0	3
CIS 172	Introduction to the Internet	Major	2	3	0	3
ENG 114	Professional Research and Reporting	General	3	0	0	3
OST 134	Text Entry and Formatting	Major	2	2	0	3
OST 136	Word Processing	Major	1	2	0	<u>2</u>
						17
Summer Semester						
CIS 169	Business Presentations	Major	1	2	0	2
NET 110	Data Communication/Networking	Major	2	2	0	<u>3</u>
						5

TOTAL CREDIT HOURS IN PROGRAM 37

Note: English and mathematics courses may require prep courses (those courses numbered below 100) dependent on placement test scores. It may, therefore, require more than one year to complete the diploma requirements.

Information Systems—Office Professional Track Certificate Option (C252600)

Students completing the following courses will receive a certificate in Information Systems—Office Professional Track:

Course Title		Hours Per Week			Credit Hours
		Class	Lab	Work Exp.	
CIS 110	Introduction to Computers	2	2	0	3
CIS 120	Spreadsheet I	2	2	0	3
CIS 169	Business Presentations	1	2	0	2
CIS 172	Introduction to the Internet	2	3	0	3
CIS 193	Professional Document Preparation	2	2	0	3
OST 136	Word Processing	1	2	0	2

Classes for the certificate may be completed in the evening and/or day classes. Proper keyboarding skill is required for entry into the certificate program.

INFORMATION SYSTEMS

Network Administration and Support Concentration

Associate in Applied Science—A2526D

Network Administration and Support is a concentration under the Information Systems curriculum. This curriculum prepares students to install and support networks and develops strong analytical skills and extensive computer knowledge.

Course work includes extensive hands-on experience with networks. Classes cover media types, topologies, and protocols with installation and support of hardware and software, troubleshooting network and computer problems, and administrative responsibilities.

Graduates should qualify for positions such as LAN/PC administrator, microcomputer support specialist, network control operator, communications technician/analyst, network/computer consultant, and information systems specialist. Graduates should be prepared to sit for certification exams that can result in industry-recognized credentials.

Competencies:

Upon successful completion of this program, the student should be able to:

- ◆ plan and install networks (LANs, WANs, etc.).
- ◆ perform network system upgrades.
- ◆ manage network databases.
- ◆ execute network applications and share software resources.
- ◆ create and maintain effective network security.
- ◆ plan, install, and maintain network printing.
- ◆ demonstrate effective oral and written communication skills.

Recommended sequence of courses for Information Systems/Network Administration and Support Concentration curriculum:

Course Title		Course Category	Hours Per Week			Credit Hours
			Class	Lab	Work Exp.	
Fall Semester (first year)						
ACA 111	College Student Success	General	1	0	0	1
BUS 110	Introduction to Business	Major	3	0	0	3
CIS 110	Introduction to Computers	Major	2	2	0	3
CIS 115	Introduction to Programming and Logic	Major	2	2	0	3
CIS 172	Introduction to the Internet	Major	2	3	0	3
ENG 111	Expository Writing	General	3	0	0	<u>3</u>
						16
Spring Semester (first year)						
ACC 120	Principles of Accounting I	Major	3	2	0	4
CET 111	Computer Upgrade/Repair I	Major	2	3	0	3
CIS 130	Survey of Operating Systems	Major	2	3	0	3
ENG 114	Professional Research and Reporting	General	3	0	0	3
	Social/behavioral science elective	General				<u>3</u>
						16
Summer Semester (first year)						
CIS 175	Network Management I	Major	2	2	0	3
NET 110	Data Communication/Networking	Major	2	2	0	<u>3</u>
						6

Fall Semester (second year)

CIS 152	Database Concepts and Applications	Major	2	2	0	3
CIS 174	Network System Manager I	Major	2	2	0	3
CIS 275	Network Management II	Major	2	2	0	3
COE 111	Co-op Work Experience I	Major	0	0	10	1
MAT 140	Survey of Mathematics	General	3	0	0	3
						13

Spring Semester (second year)

CIS 274	Network System Manager II	Major	2	2	0	3
CIS 287	Network Support	Major	2	2	0	3
COE 121	Co-op Work Experience II	Major	0	0	10	1
	Humanities elective	General				3
	CIS/NET elective	Major				3
						13

TOTAL CREDIT HOURS IN PROGRAM 64

Note: English and mathematics courses may require prep courses (those courses numbered below 100) dependent on placement test scores. It may, therefore, require more than two years to complete the associate degree requirements.

Students will select 3 credit hours from the following list of courses:

Course Title		Hours Per Week			Credit Hours
		Class	Lab	Work Exp.	
CIS 173	Network Theory	2	2	0	3
CIS 184	TCP/IP and NFS	3	0	0	3
CIS 277	Network Design and Implementation	1	4	0	3
CIS 282	Network Technology	3	0	0	3
COE 131	Co-op Work Experience II	0	0	10	1
NET 120	Network Installation/Administration I	2	2	0	3
NET 125	Routing and Switching I	1	4	0	3
NET 126	Routing and Switching II	1	4	0	3
NET 225	Advanced Router and Switching I	1	4	0	3
NET 226	Advanced Router and Switching II	1	4	0	3

Information Systems/Network Administration and Support Concentration
Diploma Option—D2526D

Students completing the following courses will receive a diploma in Information Systems/Network Administration and Support Concentration:

		Hours Per Week			Credit Hours
		Class	Lab	Work Exp.	
ACA 111	College Student Success	1	0	0	1
BUS 110	Introduction to Business	3	0	0	3
CIS 110	Introduction to Computers	2	2	0	3
CIS 115	Introduction to Programming and Logic	2	2	0	3
CIS 130	Survey of Operating Systems	2	3	0	3
CIS 152	Database Concepts and Applications	2	2	0	3
CIS 172	Introduction to the Internet	2	3	0	3
CIS 174	Network System Manager I	2	2	0	3
CIS 175	Network Management I	2	2	0	3
CIS 274	Network System Manager II	2	2	0	3
CIS 275	Network Management II	2	2	0	3
ENG 111	Expository Writing	3	0	0	3
MAT 140	Survey of Mathematics	3	0	0	3
NET 110	Data Communication/Networking	2	2	0	3

Information Systems/Network Administration and Support Concentration
Certificate Options

Students completing the following courses will receive a certificate in Information Systems/Network Administration and Support Concentration—CISCO Track (C2526DC):

		Hours Per Week			Credit Hours
		Class	Lab	Work Exp.	
CET 111	Computer Upgrade/Repair I	2	3	0	3
CIS 110	Introduction to Computers	2	2	0	3
NET 125	Routing and Switching I	1	4	0	3
NET 126	Routing and Switching II	1	4	0	3
NET 225	Advanced Router and Switching I	1	4	0	3
NET 226	Advanced Router and Switching II	1	4	0	3

Qualifying students (CWA, VA, and Department of Labor) completing the following courses will receive a certificate in Information Systems/Network Administration and Support Concentration—CWA CISCO Track (C2526DCW):

		Hours Per Week			Credit Hours
		Class	Lab	Work Exp.	
CET 111	Computer Upgrade/Repair I	2	3	0	3
CIS 130	Survey of Operating Systems	2	3	0	3
NET 125	Routing and Switching I	1	4	0	3
NET 126	Routing and Switching II	1	4	0	3

Students completing the following courses will receive a certificate in Information Systems/Network Administration and Support Concentration—Microsoft Track (C2526DM):

		Hours Per Week			Credit Hours
		Class	Lab	Work Exp.	
CET 111	Computer Upgrade/Repair I	2	3	0	3
CIS 110	Introduction to Computers	2	2	0	3
CIS 130	Survey of Operating Systems	2	3	0	3
CIS 174	Network System Manager I	2	2	0	3
CIS 274	Network System Manager II	2	2	0	3
NET 110	Data Communication/Networking	2	2	0	3

Students completing the following courses will receive a certificate in Information Systems/Network Administration and Support Concentration—Novell Track (C2526DN):

		Hours Per Week			Credit Hours
		Class	Lab	Work Exp.	
CET 111	Computer Upgrade/Repair I	2	3	0	3
CIS 110	Introduction to Computers	2	2	0	3
CIS 130	Survey of Operating Systems	2	3	0	3
CIS 175	Network Management I	2	2	0	3
CIS 275	Network Management II	2	2	0	3
NET 110	Data Communication/Networking	2	2	0	3

INTERNET TECHNOLOGIES
Associate in Applied Science—A25290

The Internet Technologies curriculum is designed to prepare graduates for employment with organizations that use computers to disseminate information via the Internet internally, externally, and/or globally. The curriculum will prepare students to create and implement these services.

Course work includes computer and Internet terminology and operations, logic, operating systems, database and data communications/networking, and related topics. Studies will provide opportunities for students to implement, support, and customize industry-standard Internet technologies.

Graduates should qualify for career opportunities as webmasters, Internet and intranet administrators, Internet applications specialists, Internet programmers, and Internet technicians. Government institutions, industries, and other organizations employ individuals who possess the skills taught in this curriculum.

Many of the classes are offered both in the seated classroom and on-line, offering students maximum flexibility in completing their course of study.

Competencies:

Upon successful completion of this program, the student should be able to:

- ♦ design, create, maintain, and promote commercial Internet/intranet web sites using the latest software, design techniques, and e-commerce tools and techniques.
- ♦ plan, install, manage, and administer web server hardware and its related software.
- ♦ create programs for web interactivity and gateway interface using the industry-standard programming languages.
- ♦ create and manage a web-delivered interrelational database.
- ♦ pass industry certification tests related to web fundamentals, development, administration, and/or programming.
- ♦ demonstrate effective oral and written communication skills.

Recommended sequence of courses for Internet Technologies curriculum:

		Hours Per Week				Credit Hours
Course Title		Course Category	Class	Lab	Work Exp.	
Fall Semester (first year)						
ACA 111	College Student Success	General	1	0	0	1
CIS 110	Introduction to Computers	Major	2	2	0	3
CIS 115	Introduction to Programming and Logic	Major	2	2	0	3
CIS 172	Introduction to the Internet	Major	2	3	0	3
ENG 111	Expository Writing	General	3	0	0	<u>3</u>
						13
Spring Semester (first year)						
CIS 130	Survey of Operating Systems	Major	2	3	0	3
CSC 160	Introduction to Internet Programming	Major	2	3	0	3
ENG 114	Professional Research and Reporting	General	3	0	0	3
ITN 140	Web Development Tools	Major	2	2	0	3
	Humanities elective	General				<u>3</u>
						15

Summer Semester (first year)

CET 111	Computer Upgrade/Repair I	Major	2	3	0	3
NET 110	Data Communication/Networking	Major	2	2	0	3
	Social/behavioral science elective	General				<u>3</u>
						9

Fall Semester (second year)

CIS 174	Network System Manager I	Major	2	2	0	3
ITN 150	Internet Protocols	Major	2	2	0	3
ITN 260	Introduction to E-Commerce	Major	2	2	0	3
NET 260	Internet Development and Support	Major	3	0	0	3
	Technical elective	Major				<u>3</u>
						15

Spring Semester (second year)

CIS 274	Network System Manager II	Major	2	2	0	3
ITN 250	Implementing Internet Services	Major	2	2	0	3
MAT 140	Survey of Mathematics	General	3	0	0	3
	Technical elective	Major				<u>6</u>
						15

TOTAL CREDIT HOURS IN PROGRAM 67

Note: English and mathematics courses may require prep courses (those courses numbered below 100) dependent on placement test scores. It may, therefore, require more than two years to complete the associate degree requirements.

Students will select 9 credit hours from the following list of courses:

Course Title		Hours Per Week			Credit Hours
		Class	Lab	Work Exp.	
CIS 152	Database Concepts and Applications	2	2	0	3
CSC 148	Java Programming	2	3	0	3
ITN 110	Introduction to Web Graphics	2	2	0	3
ITN 130	Web Site Management	2	2	0	3
ITN 170	Introduction to Internet Databases	2	2	0	3
ITN 180	Active Server Programming	2	2	0	3
ITN 240	Internet Security	2	2	0	3
ITN 285	Emerging Technologies	2	2	0	3
NET 125	Routing and Switching I	1	4	0	3
NET 126	Routing and Switching II	1	4	0	3

Internet Technologies Diploma Option—D25290

Students completing the following courses will receive a diploma in Internet Technologies:

		Hours Per Week			Credit Hours
		Class	Lab	Work Exp.	
Course Title					
ACA 111	College Student Success	1	0	0	1
CIS 110	Introduction to Computers	2	2	0	3
CIS 172	Introduction to the Internet	2	3	0	3
CIS 174	Network System Manager I	2	2	0	3
CIS 274	Network System Manager II	2	2	0	3
CSC 160	Introduction to Internet Programming	2	3	0	3
ENG 111	Expository Writing	3	0	0	3
ITN 140	Web Development Tools	2	2	0	3
ITN 150	Internet Protocols	2	2	0	3
ITN 250	Implementing Internet Services	2	2	0	3
ITN 260	Introduction to E-Commerce	2	2	0	3
MAT 140	Survey of Mathematics	3	0	0	3
NET 110	Data Communication/Networking	2	2	0	3
NET 260	Internet Development and Support	3	0	0	3
Technical elective					3

Internet Technologies Certificate Options

Students completing the following courses will receive a certificate in Internet Technologies—Web Developer (C25290D):

		Hours Per Week			Credit Hours
		Class	Lab	Work Exp.	
Course Title					
CIS 172	Introduction to the Internet	2	3	0	3
CSC 160	Introduction to Internet Programming	2	3	0	3
ITN 140	Web Development Tools	2	2	0	3
ITN 260	Introduction to E-Commerce	2	2	0	3
NET 110	Data Communication/Networking	2	2	0	3
NET 260	Internet Development and Support	3	0	0	3

Students completing the following courses will receive a certificate in Internet Technologies—Web Server Administration (C25290A):

		Hours Per Week			Credit Hours
		Class	Lab	Work Exp.	
Course Title					
CIS 174	Network System Manager I	2	2	0	3
CIS 274	Network System Manager II	2	2	0	3
ITN 240	Internet Security	2	2	0	3
ITN 250	Implementing Internet Services	2	2	0	3
NET 110	Data Communication/Networking	2	2	0	3
NET 260	Internet Development and Support	3	0	0	3

MANICURING INSTRUCTOR

Certificate—C55380

The Manicuring Instructor curriculum provides a course of study covering the skills needed to teach the theory and practices of manicuring as required by the North Carolina State Board of Cosmetology.

Course work includes all phases of manicuring theory laboratory instruction.

Graduates should be prepared to take the North Carolina Cosmetology State Board Manicuring Instructor Licensing Exam and upon passing be qualified for employment in a cosmetology or manicuring school.

Competencies:

Upon successful completion of this program, the student should be able to:

- ◆ demonstrate a working knowledge of and ability to communicate procedures and methods of sanitation including FEPA disinfectant guidelines and MSDS information sheets on products used in manicuring
- ◆ know and apply knowledge of bacteriology and the relation to communicable disease in public and personal domain.
- ◆ understand and be able to communicate the theory and practical knowledge of all phases of manicuring.
- ◆ teach theory, methods, and application of sculptured and other artificial nails.
- ◆ understand and be able to teach communication skills in working with the public.

Required courses for Manicuring Instructor curriculum:

Course Title		Course Category	Hours Per Week			Credit Hours
			Class	Lab	Clinical	
First Semester						
COS 251	Manicure Instructor Concepts	Major	8	0	0	8
COS 252	Manicure Instructor Practicum	Major	0	15	0	<u>5</u>
						13

TOTAL CREDIT HOURS IN PROGRAM 13

MEDICAL ASSISTING**Associate in Applied Science—A45400**

The Medical Assisting curriculum prepares multiskilled health care professionals who are qualified to perform administrative, clinical, and laboratory procedures.

This program is accredited by the Commission on Accreditation for Allied Health Education Programs (CAAHEP). Graduates of accredited programs are eligible to take the American Association of Medical Assistants (AAMA) certification exam.

Course work includes instruction in scheduling appointments, coding and processing insurance accounts, billing, collections, medical transcription, computer operations, assisting with examinations/treatments, performing routine laboratory procedures, electrocardiography, supervised medication administration, and ethical/legal issues associated with patient care.

Employment opportunities include physicians' offices, health maintenance organizations, health departments, and hospitals.

Individuals desiring a career in medical assisting should, if possible, take biology, mathematics, and typing courses prior to entering the program.

Competencies:

Upon successful completion of this program, the student should be able to:

- ◆ work as a skilled Medical Assistant in performance of assigned duties under the guidance of an employing/supervising physician.
- ◆ utilize the knowledge and perform administrative and clinical skills and techniques learned in the educational program with a degree of competence appropriate for safe and effective office management and patient care.
- ◆ communicate effectively with staff and clients through verbal and written skills information relevant to safe and effective medical office and patient care practices.
- ◆ conduct himself/herself at all times in an ethical, legal, and professional manner as a member of an allied health profession.

ADMISSION REQUIREMENTS

1. Submit to the Admissions Office at Stanly Community College a properly completed Application for Admission.
2. Submit to the SCC Admissions Office an official copy of a high school transcript showing successful completion of all requirements for graduation. A GED certificate indicating a passing score or an Adult High School diploma is acceptable in lieu of a regular high school diploma.

An official transcript copy from each college, university, or other post-secondary institution attended by the applicant must be sent to the SCC Admissions Office.

3. Complete the Stanly Community College placement test (ASSET) scoring at least 39 on the Reading Skills section. Medical Assisting applicants will also complete the Writing, Numerical, and Elementary Algebra sections of the ASSET. While there is no minimum score required on the Writing, Numerical, and Elementary Algebra sections, applicants who place into developmental studies must complete all developmental courses prior to the first term of enrollment in the Medical Assisting program.

Medical Assisting applicants who fail to achieve the required minimum score on the Reading section of the ASSET may retest once during a twelve-month period. Applicants must wait at least three months from their initial test date before retesting or provide documentation of appropriate remedial work since first attempting the ASSET.

4. Submit to the Medical Assisting program head a properly completed medical form (supplied by the Admissions Office) after acceptance to the program. The medical form is to be signed by a licensed physician, physician's assistant, or nurse practitioner and received in the program head's office by the due date specified on the applicant's letter of acceptance.
5. After acceptance to the program, submit to the Medical Assisting program head current CPR certification. Current CPR certification is required throughout the student's attendance in the Medical Assisting program.

Note: Admission requirements are subject to change. Please contact the SCC Admissions Office for a current list of requirements for your intended year of entry.

Acceptance Procedure

The Medical Assisting program accepts a maximum of 24 students each year. Applicants are accepted on a first-come, first-served basis after completing admission requirements 1 and 3 above. Applicants who apply to the Medical Assisting program after the 24 seats are filled will be placed on a backup list after completing admission requirements 1 and 3 above. If any of the applicants who have been accepted to the program should forfeit their acceptance, those applicants on the backup list will be contacted in the order in which their names appear on the list and will be given an opportunity to enroll.

If an applicant whose name appears on the backup list is not afforded an opportunity to begin classes during the year in which he or she has made application, that applicant will need to submit another application for admission to the year following if he or she wishes to be considered for admission in the subsequent year. (Admission requirements may change from year to year for selected programs.)

Any applicant who forfeits his or her acceptance will not be guaranteed acceptance in any subsequent year. The applicant must reapply if he or she wishes to be considered for acceptance at a later date.

CRITERIA FOR PROGRESSION

1. For a student to progress in the Medical Assisting program, a grade of "C" or higher must be achieved in all courses with a prefix of MED or BIO. Students earning less than a "C" in such a course will be withdrawn from the Medical Assisting program automatically.

The grading scale for all MED courses is as follows:

- | | |
|---|--------|
| A | 93–100 |
| B | 85–92 |
| C | 78–84 |
| D | 70–77 |
| F | 0–69 |

The grading scale for all BIO courses is as follows:

- | | |
|---|--------|
| A | 90–100 |
| B | 80–89 |
| C | 70–79 |
| D | 60–69 |
| F | 0–59 |

2. If the Medical Assisting faculty believe a student's physical or mental health is interfering with the student's academic and/or clinical performance, the faculty may require the student to submit written verification of current health from an appropriate health care provider; i.e., physician, nurse practitioner, psychiatrist, or psychologist. Upon consultation with the Associate Dean of the Allied Health Division and review of the health care provider's written statement submitted by the student, the Dean of Students will determine if the student may continue in the program. The Dean of Students will notify the student in writing of the decision.
3. In the event a student's behavior is not consistent with sound medical care practices and/or safety essential in providing such care, the Medical Assisting faculty (including clinical field supervisors) or the Associate Dean of the Allied Health Division may remove the student from the clinical, class, or lab settings immediately. Students so removed will be referred to the Dean of Students for further investigation and/or possible dismissal from the program.

READMISSION TO THE PROGRAM

Students desiring readmission to the Medical Assisting program must submit an Application for Admission to the Director of Admissions and satisfy all current admission requirements for the program. The Application for Admission must be received in the Stanly Community College Admissions Office at least ninety days prior to the semester in which the student is seeking readmission. Only those students whose cumulative GPA is 2.0 or higher at the time of withdrawal from the Medical Assisting program will be considered for readmission. When applying for readmission, students who previously completed at least one full term in the Medical Assisting program must apply to the same term in which they withdrew.

In order to be accepted for readmission, the applicant must successfully complete a competency exam administered by the Medical Assisting Department. This competency exam will test the applicant's knowledge of material covered in all MED classes that were successfully completed up to the point of withdrawal. Applicants will be given one opportunity to complete the competency exam successfully. With permission from the program head, applicants seeking readmission may audit selected MED classes prior to completing the competency exam. Those auditing MED classes will not participate in clinical activities. In addition to successful completion of the competency exam, there must be space available in the Medical Assisting program before acceptance will be granted to an applicant seeking readmission.

In the event that more than one applicant is seeking readmission for the same term, acceptance will be awarded in the order in which the applications for admission were received in the SCC Admissions Office. If after successfully completing the competency exam an applicant is denied readmission due to lack of space in the program, that applicant will have an opportunity to apply for readmission to the same term of the following year. The applicant will again be required to complete a competency exam successfully before being readmitted to the program.

CRITERIA FOR GRADUATION

To be eligible for graduation a student must:

1. Complete all course requirements in the Medical Assisting curriculum with an earned grade of "C" or higher in all courses with a prefix of MED or BIO and an overall major grade point average of 2.00 or higher.
2. Complete an Application for Graduation prior to October 31 for May graduation.
3. Pay a graduation fee at the time of registration for the last semester.
4. Earn at least one-fourth of the credits required for a degree, diploma, or certificate from Stanly Community College.

- 5. Fulfill all financial obligations to the College.
- 6. Be present for graduation exercises. Graduation exercises are held on the dates published in the Academic Calendar. In cases of unavoidable circumstances, exceptions to this requirement may be granted by the Dean of Students. (See Graduation in Absentia.) During graduation exercises candidates must be dressed in proper academic attire as determined by the President of the College.

CERTIFICATION

The American Association of Medical Assistants' Certifying Board may deny eligibility for the Certification Examination to individuals who have pleaded guilty or who have been found guilty of a felony or any other crime involving moral turpitude.

Recommended sequence of courses for Medical Assisting curriculum:

Course Title		Course Category	Hours Per Week			Credit Hours
			Class	Lab	Clinical	
Fall Semester (first year)						
ACA 111	College Student Success	Other	1	0	0	1
BIO 163	Basic Anatomy and Physiology	Major	4	2	0	5
CIS 110	Introduction to Computers	Other	2	2	0	3
MED 110	Orientation to Medical Assisting	Major	1	0	0	1
MED 118	Medical Law and Ethics	Major	2	0	0	2
MED 121	Medical Terminology I	Major	3	0	0	3
MED 130	Administrative Office Procedures I	Major	1	2	0	2
						17
Spring Semester (first year)						
ENG 111	Expository Writing	General	3	0	0	3
MED 122	Medical Terminology II	Major	3	0	0	3
MED 131	Administrative Office Procedures II	Major	1	2	0	2
MED 134	Medical Transcription	Major	2	2	0	3
MED 140	Exam Room Procedures I	Major	3	4	0	5
MED 150	Laboratory Procedures I	Major	3	4	0	5
						21
Summer Semester (first year)						
MED 260	MED Clinical Externship	Major	0	0	15	5
MED 262	Clinical Perspectives	Major	1	0	0	1
PSY 150	General Psychology	General	3	0	0	3
						9

Students exiting out of the program at this point will earn a diploma.

Fall Semester (second year)						
ENG 115	Oral Communication	General	3	0	0	3
MAT 110	Mathematical Measurement	General	2	2	0	3
or						
MAT 140	Survey of Mathematics	General	3	0	0	3
MED 232	Medical Insurance Coding	Major	1	3	0	2
MED 270	Symptomatology	Major	2	2	0	3
MED 272	Drug Therapy	Major	3	0	0	3
						14

Spring Semester (second year)

ENG 114	Professional Research and Reporting	General	3	0	0	3
MED 264	Medical Assisting Overview	Major	2	0	0	2
PSY 241	Developmental Psychology	General	3	0	0	3
	Humanities elective	General				<u>3</u>
						11

TOTAL CREDIT HOURS IN PROGRAM 72

Note: English and mathematics courses may require prep courses (those courses numbered below 100) dependent on placement test scores. It may, therefore, require more than two years to complete the associate degree requirements.

Certificate Admission Requirements

- 1. Submit to the Admissions Office at Stanly Community College a properly completed Application for Admission.
 - 2. Submit to the SCC Admissions Office an official copy of a high school transcript showing successful completion of all requirements for graduation. A GED certificate indicating a passing score or an Adult High School diploma is acceptable in lieu of a regular high school diploma.
- An official transcript copy from each college, university, or other post-secondary institution attended by the applicant must be sent to the SCC Admissions Office.

Medical Assisting Certificate Option—C45400

Students completing the following courses will receive a certificate in Medical Assisting:

Course Title		Hours Per Week			Credit Hours
		Class	Lab	Clinical	
CIS 110	Introduction to Computers	2	2	0	3
MED 121	Medical Terminology I	3	0	0	3
MED 122	Medical Terminology II	3	0	0	3
MED 130	Administrative Procedures I	1	2	0	2
MED 131	Administrative Procedures II	1	2	0	2
MED 134	Medical Transcription	2	2	0	3
MED 232	Medical Insurance Coding	1	3	0	2

Note: Certificate students are not eligible to take the American Association of Medical Assistants (AAMA) certification exam. These students are only trained to work in the administrative/reception area of an office. Upon completion of the certificate program, a student may transfer all 18 credits toward a diploma and/or associate in applied science degree if the student meets all admission requirements.

OCCUPATIONAL THERAPY ASSISTANT

Associate in Applied Science—A45500

The Occupational Therapy Assistant curriculum prepares individuals to work under the supervision of a registered/licensed occupational therapist in screening, assessing, planning, and implementing treatment and documenting progress for clients receiving occupational therapy services.

Course work includes human growth and development, conditions which interfere with activities of daily living, theory and process of occupational therapy, individual/group treatment activities, therapeutic use of self, activity analysis, and grading/adapting activities and environments.

Graduates may be eligible to take the national certification examination for practice as a certified occupational therapy assistant. Employment opportunities include hospitals, rehabilitation facilities, long-term/extended care facilities, sheltered workshops, schools, home health programs, and community programs.

Individuals desiring a career as an occupational therapy assistant should, if possible, take biology, algebra, sociology, and psychology courses prior to entering the program.

Competencies:

Upon successful completion of this program, the student should be able to:

- ♦ enter into, maintain, and end a therapeutic relationship with people from all age groups who have problems carrying out their daily activities in self-care, work/productivity, and play/leisure.
- ♦ assist with gathering the information needed to determine what problems a person may have with his or her daily routine.
- ♦ assist with planning and implementing occupational therapy treatment using purposeful activities.
- ♦ make oral and written presentations regarding patient care, budgets, program development, and the profession of occupational therapy.
- ♦ comprehend pertinent information in medical charts and professional journals and then apply this information in his or her professional role.
- ♦ comply with national, state, professional, and employer standards and policies for providing safe and effective occupational therapy services.

ADDITIONAL INFORMATION

Upon completing all required course work and fieldwork, the student will be awarded an Associate in Applied Science degree in Occupational Therapy Assistant. To work as a Certified Occupational Therapy Assistant, the individual must then pass a national certification examination given by the National Board for Certification in Occupational Therapy and be licensed by the state. These procedures are separate from Stanly Community College and the graduation process.

The Occupational Therapy Assistant program at Stanly Community College is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), P. O. Box 31220, Bethesda, MD 20824-1220, (301) 652-2682.

ADMISSION REQUIREMENTS

1. Submit to the Admissions Office at Stanly Community College a properly completed Application for Admission.
2. Submit to the SCC Admissions Office an official copy of a high school transcript showing successful completion of all requirements for graduation. A GED certificate indicating a passing score or an Adult High School diploma is acceptable in lieu of a regular high school diploma.
An official transcript copy from each college, university, or other post-secondary institution attended by the applicant must be sent to the SCC Admissions Office.
3. Complete the placement test (ASSET). If test results indicate a need for developmental studies, developmental classes must be completed prior to enrollment in the OTA program. Applicants who have previously completed ENG 111 (Expository Writing) and MAT 140 (Survey of Mathematics) may be exempt from placement testing.
4. Complete a minimum of 25 hours of volunteer service or observation in at least two different occupational therapy clinical settings. Applicants will receive volunteer/observation verification forms in the mail after successfully completing the minimum ASSET scores required for admission to the OTA program. These forms must be signed by a Registered Occupational Therapist or a Certified Occupational Therapy Assistant and returned to the Admissions Office of Stanly Community College by the deadline specified in the applicant's acceptance letter. It is the applicant's responsibility to arrange volunteer/observation visits.
5. Submit to the OTA program head a properly completed medical form (supplied by the SCC Admissions Office) after acceptance to the program. The medical form is to be signed by a licensed physician, physician's assistant or nurse practitioner and received in the program head's office by the due date specified on the applicant's letter of acceptance.
6. After acceptance to the program, submit to the OTA program head current CPR certification. Current CPR certification is required throughout the student's attendance in the Occupational Therapy Assistant program.

Note: Admission requirements are subject to change. Please contact the SCC Admissions Office for a current list of requirements for your intended year of entry.

Acceptance Procedure

The Occupational Therapy Assistant program accepts a maximum of 24 students each year. Applicants are accepted on a first-come, first-served basis after completing admission requirements 1 and 3 above. Applicants who apply to the Occupational Therapy Assistant program after the 24 seats are filled will be placed on a backup list after completing admission requirements 1 and 3 above. If any of the applicants who have been accepted to the program should forfeit their acceptance, those applicants on the backup list will be contacted in the order in which their names appear on the list and will be given an opportunity to enroll.

If an applicant whose name appears on the backup list is not afforded an opportunity to begin classes during the year in which he or she has made application, that applicant will need to submit another application in order to be considered for admission in the subsequent year. (Admission requirements may change from year to year for selected programs.)

Any applicant who forfeits his or her acceptance will not be guaranteed acceptance in any subsequent year. The applicant must reapply if he or she wishes to be considered for acceptance at a later date.

CRITERIA FOR PROGRESSION

1. For a student to progress in the Occupational Therapy Assistant program, a grade of "C" or higher must be achieved in all major (OTA) and related courses (courses with BIO and PSY prefixes). Students earning less than a "C" in any course with an OTA, BIO, or PSY prefix will be withdrawn from the OTA program automatically.

Grading scale for all OTA courses:

- A 93–100
 - B 86–92
 - C 78–85
 - F a score of less than 78 in theory or an unsatisfactory fieldwork evaluation
2. In the event that a student's physical or mental health interferes with the student's academic and/or fieldwork experience, the occupational therapy faculty may require the student to submit written verification of current health from an appropriate health care provider, i.e., physician, nurse practitioner, psychiatrist, or psychologist. Upon consultation with the Associate Dean of the Allied Health Division and review of the health care provider's written statement submitted by the student, the Dean of Students will determine if the student may continue in the program. The Dean of Students will notify the student in writing of the decision.
 3. In the event a student's behavior is not consistent with sound occupational therapy practices and/or safety essential to occupational therapy, the instructors (including fieldwork supervisors) or the Associate Dean of the Allied Health Division has the authority to remove the student from the fieldwork setting immediately. Students so removed will be referred to the Dean of Students for further investigation and/or possible dismissal from the OTA program.

READMISSION TO THE PROGRAM

Students desiring readmission (or advanced standing admission) to the OTA program must submit an Application for Admission to the Director of Admissions and satisfy all current admission requirements for the program. Students will be permitted to reenter the OTA program no more than once.

Students seeking readmission to the SCC Occupational Therapy Assistant program must apply for readmission at least ninety days prior to the beginning of the semester in which they are seeking readmission. Only those students whose cumulative GPA is 2.50 or higher at the time of withdrawal from the program will be considered for readmission. When applying for readmission, students who previously completed at least one term in the OTA program must apply to the same term in which they withdrew.

In order to be accepted for advanced standing readmission, the applicant must successfully complete a competency exam administered by the Occupational Therapy Department. This competency exam will test the applicant's knowledge of material covered in all Occupational Therapy (OTA) classes successfully completed up to the point of withdrawal. Applicants will be given one opportunity to complete the competency exam successfully. With permission from the program head, applicants seeking readmission may audit selected OTA classes prior to completing the competency exam. Those auditing OTA classes will not participate in clinical activities. In addition to successful completion of the competency exam, there must be space available in the OTA program before acceptance will be granted to an applicant seeking readmission.

In the event that more than one applicant is seeking readmission for the same term, acceptance will be awarded in the order in which the applications for admission were received in the SCC Admissions Office. If after successfully completing the competency exam an applicant is denied readmission due to lack of space in the program, that applicant will have an opportunity to apply for readmission

to the same term of the following year. The applicant will again be required to complete a competency exam successfully before being readmitted to the OTA program.

Students withdrawn for disciplinary reasons must wait one year from the date of withdrawal before applying for readmission.

CRITERIA FOR GRADUATION

To be eligible for graduation a student must:

1. Complete all course requirements in the Occupational Therapy curriculum with an earned grade of "C" or higher in all OTA and related courses and an overall major grade point average of 2.00 or higher.
2. Complete an Application for Graduation prior to October 31 for May graduation.
3. Pay a graduation fee at the time of registration for the last semester.
4. Earn at least one-fourth of the credits required for a degree, diploma, or certificate from Stanly Community College.
5. Fulfill all financial obligations to the College.
6. Be present for graduation exercises. Graduation exercises are held on the dates published in the Academic Calendar. In cases of unavoidable circumstances, exceptions to this requirement may be granted by the Dean of Students. (See graduation in Absentia.) During graduation exercises candidates must be dressed in proper academic attire as determined by the President of the College.

CERTIFICATION/LICENSURE

1. The Occupational Therapy faculty must recommend a student as a candidate for the National Board for Certification in Occupational Therapy examination for Occupational Therapy Assistants based on academic achievement, satisfactory completion of fieldwork, and professional accountability.
2. The National Board for Certification in Occupational Therapy may deny eligibility for the certification examination for Occupational Therapy Assistants to individuals convicted of a felony or any other crime involving moral turpitude.
3. The Occupational Therapy faculty must also recommend a student as a candidate for state licensure based on academic achievement, satisfactory completion of fieldwork, and professional accountability.
4. The North Carolina Board of Occupational Therapy may deny licensure to individuals convicted of a felony or any other crime involving moral turpitude.

Recommended sequence of courses for Occupational Therapy Assistant curriculum:

Course Title		Course Category	Hours Per Week			Credit Hours
			Class	Lab	Clinical	
Fall Semester (first year)						
ACA 111	College Student Success	Other	1	0	0	1
BIO 165	Anatomy and Physiology I	Major	3	3	0	4
CIS 110	Introduction to Computers	Other	2	2	0	3
ENG 111	Expository Writing	General	3	0	0	3
OTA 110	Fundamentals of OT	Major	2	3	0	3
OTA 140	Professional Skills I	Major	0	3	0	1
PSY 150	General Psychology	General	3	0	0	3
						18
Spring Semester (first year)						
BIO 166	Anatomy and Physiology II	Major	3	3	0	4
OTA 120	OT Media I	Major	1	3	0	2
OTA 130	Assessment Skills—Part A	Major	2	0	0	2
OTA 150	Life Span Skills I	Major	2	3	0	3
OTA 161	Fieldwork I—Placement 1	Major	0	0	3	1
OTA 170	Physical Dysfunction	Major	2	3	0	3
PSY 241	Developmental Psychology	Major	3	0	0	3
						18
Summer Semester (first year)						
OTA 130	Assessment Skills—Part B	Major	0	3	0	1
OTA 162	Fieldwork I—Placement 2	Major	0	0	3	1
OTA 240	Professional Skills II	Major	0	3	0	1
PSY 281	Abnormal Psychology	Major	3	0	0	3
						6
Fall Semester (second year)						
ENG 114	Professional Research and Reporting	General	3	0	0	3
MAT 140	Survey of Mathematics	General	3	0	0	3
OTA 163	Fieldwork I—Placement 3	Major	0	0	3	1
OTA 180	Psychosocial Dysfunction	Major	2	3	0	3
OTA 220	OT Media II	Major	1	6	0	3
OTA 250	Life Span Skills II	Major	2	3	0	3
	Humanities elective	General				3
						19
Spring Semester (second year)						
OTA 260	Fieldwork II—Placement 1	Major	0	0	18	6
OTA 261	Fieldwork II—Placement 2	Major	0	0	18	6
OTA 280	Professional Transitions	Major	0	2	0	1
						13

TOTAL CREDIT HOURS IN PROGRAM 74

Note: English and mathematics courses may require prep courses (those courses numbered below 100) dependent on placement test scores. It may, therefore, require more than two years to complete the associate degree requirements.

RESPIRATORY THERAPY

Associate in Applied Science—A45720

The Respiratory Therapy curriculum prepares individuals to function as respiratory therapists. In these roles, individuals perform diagnostic testing, treatments, and management of patients with heart and lung diseases.

Students will master skills in patient assessment and treatment of cardiopulmonary diseases. These skills include life support, monitoring, drug administration, and treatment of patients of all ages in a variety of settings.

Graduates of accredited programs may be eligible to take entry-level examinations from the National Board of Respiratory Care. Therapy graduates may also take the Advanced Practitioner examination. Graduates may be employed in hospitals, clinics, nursing homes, education, industry, and home care.

Competencies:

Upon successful completion of this program, the student should be able to:

- ◆ recommend diagnostic procedures as indicated by relevant clinical information, including pediatric and perinatal population.
- ◆ participate in development of respiratory care plan based on analysis of patient records to determine pathophysiologic state.
- ◆ implement respiratory care quality assurance programs and supervise or direct process improvement procedures.
- ◆ ensure appropriateness of equipment selection based on respiratory care plan and monitor equipment to assure infection control.
- ◆ evaluate, monitor, and record patient's response to prescribed respiratory care.
- ◆ modify respiratory care plan and/or therapeutic procedures including ventilatory management based on patient's clinical response.
- ◆ assist physician with special procedures.
- ◆ initiate and conduct pulmonary rehabilitation and/or home care within the prescription of a licensed physician.
- ◆ maintain the highest standards of ethics and code of professionalism at all times.
- ◆ demonstrate an understanding of the role and function of computers.

ADDITIONAL INFORMATION

Upon completion of all required course work, the student will be awarded an Associate in Applied Science degree in Respiratory Therapy. To work as a respiratory therapy practitioner, graduates may then sit for credentialing examinations, which will allow them to be licensed in most states. (Licensure requirements vary by state.) This procedure is separate from Stanly Community College and the graduation process.

The Respiratory Therapy program at Stanly Community College has been granted accreditation status by the Committee on Accreditation for Respiratory Care in conjunction with the CAAHEP.

ADMISSION REQUIREMENTS

1. Submit to the Admissions Office at Stanly Community College a properly completed Application for Admission.
2. Submit to the Admissions Office an official copy of a high school transcript showing successful completion of all requirements for graduation. A GED certificate indicating a passing score or an adult high school diploma is acceptable in lieu of a regular high school diploma.

An official transcript copy from each college, university, or other post-secondary institution attended by the applicant must be sent to the SCC Admissions Office.
3. Submit evidence of completion of high school or college biology, chemistry, and algebra with a grade of "C" or better before entry into the program. These prerequisite courses are available through the College. Applicants wishing to complete the above prerequisite courses at other institutions must receive prior approval from the Director of Admissions at Stanly Community College.
4. Complete the placement test (ASSET). If test results indicate a need for developmental studies, developmental classes must be completed prior to enrollment in the Respiratory Therapy program. Applicants who have previously completed ENG 111 (Expository Writing) and MAT 140 (Survey of Mathematics) may be exempt from placement testing.
5. Submit to the Respiratory Therapy program head a properly completed medical form (supplied by the SCC Admissions Office) after acceptance to the program. The medical form is to be signed by a licensed physician, physician's assistant, or nurse practitioner and received in the program head's office by the due date specified on the applicant's letter of acceptance.
6. After acceptance to the program, submit to the Respiratory Therapy program head current CPR certification. Current CPR certification is required throughout the student's attendance in the Respiratory Therapy program.

Note: Admission requirements are subject to change. Please contact the SCC Admissions Office for a current list of requirements for your intended year of entry.

Acceptance Procedure

The Respiratory Therapy program accepts a maximum of 24 students each year. Applicants are accepted on a first-come, first-served basis after completing admission requirements 1 and 4 above. Applicants who apply to the Respiratory Therapy program after the 24 seats are filled will be placed on a backup list in the order in which they completed admission requirements 1 and 4 above. If any of the applicants who have been accepted to the program should forfeit their acceptance, those applicants on the backup list will be contacted in the order in which their names appear on the list and will be given an opportunity to enroll.

If an applicant whose name appears on the backup list is not afforded an opportunity to begin classes during the year in which he or she has made application, that applicant will need to submit another application in order to be considered for admission that following year. (Admission requirements may change from year to year for selected programs.)

Any applicant who forfeits his or her acceptance will not be guaranteed acceptance in any subsequent year. The applicant must reapply if he or she wishes to be considered for acceptance at a later date.

CRITERIA FOR PROGRESSION

1. For a student to progress in the Respiratory Therapy program, a "C" or higher must be achieved for all respiratory and respiratory-related courses (courses with prefixes of BIO, MAT, and RCP). Students earning less than a "C" in these courses or an unsatisfactory in a clinical course will be withdrawn from the respiratory program automatically.

Grading scale for all RCP courses:

- A 93–100
 - B 86–92
 - C 78–85
 - F A score of less than 78
2. In the event that a student's physical or mental health interferes with the student's academic and/or clinical performance, the respiratory faculty may require the student to submit written verification of current health from an appropriate health care provider; i.e., physician, nurse practitioner, psychiatrist, or psychologist. Upon consultation with the Associate Dean of the Allied Health Division and review of the professional statement of health submitted by the student, the Dean of Students will render a decision as to whether the student will be allowed to continue in the program. The Dean of Students will notify the student in writing of the decision.
 3. In the event that a student's behavior is not consistent with sound respiratory practices and/or safety essential to respiratory, the instructors or the Associate Dean of the Allied Health Division has the authority to remove the student immediately. Students so removed will be referred to the Dean of Students for further investigation and/or possible dismissal from the respiratory program.

CRITERIA FOR GRADUATION

To be eligible for graduation a student must:

1. Complete all course requirements in the Respiratory Therapy curriculum, earning a grade of "C" or higher in the respiratory courses and an overall 2.00 grade point average.
2. Complete an Application for Graduation prior to October 31 for May graduation.
3. Pay a graduation fee at the time of registration for the last semester.
4. Earn at least one-fourth of the credits required for a degree, diploma, or certificate from Stanly Community College.
5. Fulfill all financial obligations to the College.
6. Be present for graduation exercises. Graduation exercises are held on the dates published in the Academic Calendar. In cases of unavoidable circumstances, exceptions to this requirement may be granted by the Dean of Students. (See Graduation in Absentia.) During graduation exercises candidates must be dressed in proper academic attire as determined by the President of the College.

READMISSION TO THE PROGRAM

Students desiring readmission to the Respiratory Therapy program must submit an Application for Admission to the Director of Admissions and satisfy all current admission requirements for the program. Students will be permitted to reenter the Respiratory Therapy program no more than once.

Students seeking readmission to the SCC Respiratory Therapy program must apply for readmission at least ninety days prior to the beginning of the term in which they are seeking readmission. Only those students whose cumulative GPA is 2.0 or higher at the time of withdrawal from the program will be considered for readmission. When applying for readmission, students who previously completed at least one term in the Respiratory Therapy program must apply to the same term in which they withdrew.

In order to be accepted for advanced standing readmission, the applicant must successfully complete a competency exam administered by the Respiratory Therapy Department or audit selected Respiratory Therapy classes as designated by the program head. The competency exam will test the applicant's knowledge of material covered in all Respiratory Therapy (RCP) classes that were successfully completed up to the point of withdrawal. If the applicant chooses to audit RCP classes instead of taking the competency exam, he or she must successfully perform competencies that are required in all RCP classes. Applicants will be given one opportunity to complete the competency exam (or audit) successfully.

In addition to successful completion of the competency exam or audit, there must be space available in the Respiratory Therapy program before acceptance will be granted to an applicant seeking readmission. In the event that more than one applicant is seeking readmission for the same term, acceptance will be awarded in the order in which the applications for admission were received in the SCC Admissions Office. If after successfully completing the competency exam or audit an applicant is denied readmission due to lack of space in the program, that applicant will have an opportunity to apply for readmission to the same term of the following year. The applicant will again be required to complete a competency exam or audit successfully before being readmitted to the Respiratory Therapy programs.

Recommended sequence of courses for Respiratory Therapy curriculum:

Course Title		Course Category	Hours Per Week			Credit Hours
			Class	Lab	Clinical	
Fall Semester (first year)						
ACA 111	College Student Success	Other	1	0	0	1
BIO 165	Anatomy and Physiology I	General	3	3	0	4
ENG 111	Expository Writing	General	3	0	0	3
MAT 140	Survey of Mathematics	General	3	0	0	3
PSY 150	General Psychology	General	3	0	0	3
RCP 110	Introduction to Respiratory Care	Major	3	3	0	4
RCP 115	C-P Pathophysiology	Major	2	0	0	2
						20
Spring Semester (first year)						
BIO 166	Anatomy and Physiology II	General	3	3	0	4
ENG 114	Professional Research and Reporting	General	3	0	0	3
RCP 111	Therapeutics/Diagnostics	Major	4	3	0	5
RCP 113	RCP Pharmacology	Major	2	0	0	2
RCP 145	RCP Clinical Practice II	Major	0	0	15	5
						19
Summer Semester (first year)						
RCP 112	Patient Management	Major	3	3	0	4
RCP 154	RCP Clinical Practice III	Major	0	0	12	4
						8
Fall Semester (second year)						
CIS 110	Introduction to Computers	Other	2	2	0	3
RCP 210	Critical Care Concepts	Major	3	3	0	4
RCP 214	Neonatal/Ped's Respiratory Care	Major	1	3	0	2
RCP 235	RCP Clinical Practice IV	Major	0	0	15	5
						14
Spring Semester (second year)						
RCP 211	Advanced Monitoring/Procedures	Major	3	3	0	4
RCP 212	Home Care/Rehabilitation	Major	2	0	0	2
RCP 246	RCP Clinical Practice V	Major	0	0	18	6
	Humanities elective	General	3	0	0	3
						15

TOTAL CREDIT HOURS IN PROGRAM 76

Note: English and mathematics courses may require prep courses (those courses numbered below 100) dependent on placement test scores. It may, therefore, require more than two years to complete the associate degree requirements.

RESPIRATORY THERAPY

Advanced Standing Program—A45720R

The Respiratory Therapy Advanced Standing program offers career education for respiratory technicians who have a minimum of six years of experience in the field of respiratory care. Upon successful completion of this program, students will obtain an Associate in Applied Science (AAS) degree and will be considered *registry-eligible* according to the National Board for Respiratory Care standards.

The respiratory therapist specializes in the application of scientific knowledge and theory to practical, clinical problems of respiratory care. Knowledge and skills for performing these functions are usually achieved through two or more years of academic and clinical preparation. The respiratory therapist is qualified to assume primary clinical responsibility for all respiratory care modalities, including responsibilities involved in supervision of respiratory technicians. The therapist is frequently required to exercise considerable independent, clinical judgment in the respiratory care of patients under the direct or indirect supervision of a physician. Furthermore, the therapist is capable of serving as a technical resource person to the physician with regard to current practices in respiratory care and to the hospital staff as to effective and safe methods for administering respiratory care.

Graduates may be employed in a wide variety of health related areas including hospitals (in respiratory therapy, special services, cardiopulmonary, anesthesiology, or pulmonary medicine departments), respiratory equipment sales and rental companies, rehabilitation centers, skilled nursing care facilities, and educational and research institutions.

ADMISSION REQUIREMENTS

1. Students considered for this advanced standing program must have a minimum of six years of experience as an active Respiratory Care Practitioner that is verified by all previous and current employers.
2. Submit to the Admissions Office at Stanly Community College a properly completed Application for Admission.
3. Submit to the Admissions Office an official copy of a high school transcript showing successful completion of all requirements for graduation. A GED certificate indicating a passing score or an adult high school diploma is acceptable in lieu of a regular high school diploma.
4. Applicants must have completed an accredited one-year diploma program in Respiratory Therapy. An official transcript copy from each college, university, or post-secondary institution attended by the applicant must be sent to the SCC Admissions Office.
5. Submit evidence of completion of high school or college biology, chemistry, and algebra with a passing grade before entry into the program. These prerequisite courses are available through the College. Applicants wishing to complete the above prerequisite courses at other institutions must receive prior approval from the Director of Admissions at Stanly Community College.
6. Complete the placement test (ASSET). If test results indicate a need for developmental studies, developmental classes must be completed prior to enrollment in the Respiratory Therapy program. Applicants who have previously completed ENG 111 (Expository Writing) and MAT 140 (Survey of Mathematics) may be exempt from placement testing.
7. Submit to the Respiratory Therapy program head a properly completed medical form (supplied by the SCC Admissions Office) after acceptance to the program. The medical form is to be signed by a licensed physician, physician's assistant, or nurse practitioner and received in the

program head’s office by the due date specified on the applicant’s letter of acceptance. A TB test must remain current while enrolled in the program.

- 8. After acceptance to the program, submit to the SCC Admissions Office current CPR certification. Current CPR certification is required throughout the student’s attendance in the Respiratory Therapy program.

Please refer to the Stanly Community College catalog for additional information regarding admission requirements and criteria for graduation.

Recommended sequence of courses for Respiratory Therapy Advanced Standing Program:

Course Title		Course Category	Hours Per Week			Credit Hours
			Class	Lab	Clinical	
Fall Semester						
CIS 110	Introduction to Computers	Other	2	2	0	3
RCP 210	Critical Care Concepts	Major	3	3	0	4
RCP 214	Neonatal/Ped's Respiratory Care	Major	1	3	0	2
*RCP 235	RCP Clinical Practice IV	Major	0	0	15	<u>5</u>
						14
Spring Semester						
RCP 211	Advanced Monitoring/Procedures	Major	3	3	0	4
RCP 212	Home Care/Rehabilitation	Major	2	0	0	2
*RCP 246	RCP Clinical Practice V	Major	0	0	18	6
	Humanities elective	General				<u>3</u>
						15

* Students will receive transfer credit for previous years of clinical work experience. One year of clinical work experience in Respiratory Therapy will be equivalent to two semester credit hours and applied toward RCP 235 and RCP 246.

Course Descriptions

COURSE DESCRIPTIONS

The courses that follow are an alphabetical listing by course prefixes of curriculum courses offered by Stanly Community College. Each entry includes:

Course Prefix and Number	Area of Study	Class Hours	Credit Hours
CIS 110	INFORMATION SYSTEMS	2	2
Introduction to Computers	Course Title	2	3
Prerequisites: None	Prerequisite(s) and Corequisite(s)	Lab/Clinical/Work Experience	
Corequisites: None			

This course provides an introduction to computers and computing. Topics include the impact of computers on society, ethical issues, and hardware/software applications, including spreadsheets, databases, word processors, graphics, the Internet, and operating systems. Upon completion, students should be able to demonstrate an understanding of the role and function of computers and use the computer to solve problems.

- ◆ **Course prefix** indicates the subject area of the courses, such as ENG (English) and MAT (mathematics).
- ◆ **Course number** indicates the level of the course. Numbers that begin with zero designate developmental courses and are not applicable toward graduation requirements.
- ◆ **Course title** indicates the general course topic.
- ◆ **Contact and credit numbers** indicate the class hours, laboratory/clinical/work experience hours, and credit hours earned for the course. For example:

3-0-3: course meets 3 class and 0 laboratory/clinical/work experience hours per week and earns 3 semester credit hours.

5-9-8: course meets 5 class and 9 laboratory/clinical/work experience hours per week and earns 8 semester credit hours.

A breakdown of laboratory/clinical/work experience hours may be found in the Programs of Study section of this catalog.

- ◆ **Prerequisite** indicates a course that must be taken before the described course may be taken.
- ◆ **Corequisite** indicates a course that must be taken in the same semester as the described course.

ACADEMIC RELATED

ACA 090 Study Skills 3 0 3

Prerequisites: None
Corequisites: None

This course is intended for those who placed into credit-level course work but who are not maintaining satisfactory academic progress toward meeting program goals. Topics include study skills, note taking, learning styles and strategies, test taking, goal setting, and self-assessment skills. Upon completion, students should be able to manage their learning experiences to successfully meet educational goals.

ACA 111 College Student Success 1 0 1

Prerequisites: None
Corequisites: None

This course introduces the college’s physical, academic, and social environment and promotes the personal development essential for success. Topics include campus facilities and resources; policies, procedures, and programs; study skills; and life management issues such as health, self-esteem, motivation, goal-setting, diversity, and communication. Upon completion, students should be able to function effectively within the college environment to meet their educational objectives.

ACCOUNTING

ACC 120 Principles of Accounting I 3 2 4

Prerequisites: None
Corequisites: None

This course introduces the basic principles and procedures of accounting. Emphasis is placed on collecting, summarizing, analyzing, and reporting financial information. Upon completion, students should be able to analyze data and prepare journal entries and reports as they relate to the accounting cycle. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural science/mathematics.*

ACC 121 Principles of Accounting II 3 2 4

Prerequisites: ACC 120
Corequisites: None

This course is a continuation of ACC 120. Emphasis is placed on corporate and managerial accounting for both external and internal reporting and decision making. Upon completion, students should be able to analyze and record corporate transactions, prepare financial statements and reports, and interpret them for management. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural science/mathematics.*

ACC 131 Federal Income Taxes 2 2 3

Prerequisites: None
Corequisites: None

This course provides an overview of federal income taxes for individuals, partnerships, and corporations. Emphasis is placed on the application of the Internal Revenue Code to preparation of tax returns for individuals, partnerships, and corporations. Upon completion, students should be able to complete federal tax returns for individuals, partnerships, and corporations.

ACC 140 Payroll Accounting 1 2 2

Prerequisites: ACC 115 or ACC 120
Corequisites: None

This course covers federal and state laws pertaining to wages, payroll taxes, payroll tax forms, and journal and general ledger transactions. Emphasis is placed on computing wages; calculating social security, income, and unemployment taxes; preparing appropriate payroll tax forms; and journalizing/posting transactions. Upon completion, students should be able to analyze data, make appropriate computations, complete forms, and prepare accounting entries.

ACC 150 Computerized General Ledger 1 2 2

Prerequisites: ACC 115 or ACC 120
Corequisites: None

This course introduces microcomputer applications related to the major accounting systems. Topics include general ledger, accounts receivable, accounts payable, inventory, payroll, and correcting, adjusting, and closing entries. Upon completion, students should be able to use a computer accounting package to solve accounting problems.

ACC 220 Intermediate Accounting I 3 2 4

Prerequisites: ACC 121
Corequisites: None

This course is a continuation of the study of accounting principles with in-depth coverage of theoretical concepts and financial statements. Topics include generally accepted accounting principles and statements and extensive analyses of balance sheet components. Upon completion, students should be able to demonstrate competence in the conceptual framework underlying financial accounting, including the application of financial standards.

ACC 221 Intermediate Accounting II 3 2 4

Prerequisites: ACC 220
Corequisites: None

This course is a continuation of ACC 220. Emphasis is placed on special problems which may include leases, bonds, investments, ratio analyses, present value applications, accounting changes, and corrections. Upon completion, students should be able to demonstrate an understanding of the principles involved and display an analytical problem-solving ability for the topics covered.

ACC 225 Cost Accounting 3 0 3

Prerequisites: ACC 121
Corequisites: None

This course introduces the nature and purposes of cost accounting as an information system for planning and control. Topics include direct materials, direct labor, factory overhead, process, job order, and standard cost systems. Upon completion, students should be able to demonstrate an understanding of the principles involved and display an analytical problem-solving ability for the topics covered.

ACC 227 Practices in Accounting 3 0 3

Prerequisites: ACC 220
Corequisites: None

This course provides an advanced in-depth study of selected topics in accounting using case studies and individual and group problem solving. Topics include cash flow, financial statement analysis, individual and group problem solving, practical approaches to dealing with clients, ethics, and critical thinking. Upon completion, students should be able to demonstrate competent analytical skills and effective communication of their analysis in written and/or oral presentations.

ACC 269	Auditing	3	0	3
Prerequisites:	ACC 220			
Corequisites:	None			

This course covers the overall framework of the process of conducting audits and investigations. Emphasis is placed on collecting data from working papers, arranging and systematizing the audit, and writing the audit report. Upon completion, students should be able to demonstrate competence in applying the generally accepted auditing standards and the procedures for conducting an audit.

ANTHROPOLOGY

ANT 220	Cultural Anthropology	3	0	3
Prerequisites:	None			
Corequisites:	None			

This course introduces the nature of human culture. Emphasis is placed on cultural theory, methods of fieldwork, and cross-cultural comparisons in the areas of ethnology, language, and the cultural past. Upon completion, students should be able to demonstrate an understanding of basic cultural processes and how cultural data are collected and analyzed. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.*

ANT 221	Comparative Cultures	3	0	3
Prerequisites:	None			
Corequisites:	None			

This course provides an ethnographic survey of societies around the world covering their distinctive cultural characteristics and how these relate to cultural change. Emphasis is placed on the similarities and differences in social institutions such as family, economics, politics, education, and religion. Upon completion, students should be able to demonstrate knowledge of a variety of cultural adaptive strategies. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.*

ART

ART 111	Art Appreciation	3	0	3
Prerequisites:	None			
Corequisites:	None			

This course introduces the origins and historical development of art. Emphasis is placed on the relationship of design principles to various art forms including but not limited to sculpture, painting, and architecture. Upon completion, students should be able to identify and analyze a variety of artistic styles, periods, and media. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

ART 114	Art History Survey I	3	0	3
Prerequisites:	None			
Corequisites:	None			

This course covers the development of art forms from ancient times to the Renaissance. Emphasis is placed on content, terminology, design, and style. Upon completion, students should be able to demonstrate an historical understanding of art as a product reflective of human social development. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

ART 115 Art History Survey II**3 0 3**

Prerequisites: None

Corequisites: None

This course covers the development of art forms from the Renaissance to the present. Emphasis is placed on content, terminology, design, and style. Upon completion, students should be able to demonstrate an historical understanding of art as a product reflective of human social development. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

ART 116 Survey of American Art**3 0 3**

Prerequisites: None

Corequisites: None

This course covers the development of American art forms from colonial times to the present. Emphasis is placed on architecture, painting, sculpture, graphics, and the decorative arts. Upon completion, students should be able to demonstrate understanding of the history of the American creative experience. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

AUTOMATION TRAINING

ATR 213 Programmable Controllers**3 3 4**

Prerequisites: ELC 131

Corequisites: None

This course provides a detailed study of the PLC, related hardware and programming format, and applications in the automated work cell. Topics include input/output modules, power supplies, operator interface, ladder logic, and Boolean language programming. Upon completion, students should be able to install, program, and maintain PLC-controlled systems.

ATR 215 Sensors and Transducers**2 3 3**

Prerequisites: ELN 131

Corequisites: None

This course provides the theory and application of sensors typically found in an automated manufacturing system. Topics include physical properties, operating range, and other characteristics of numerous sensors and transducers used to detect temperature, pressure, position, and other desired physical parameters. Upon completion, students should be able to properly interface a sensor to a PLC, PC, or process control system.

AUTOMOTIVE BODY REPAIR

AUB 111 Painting and Refinishing I**2 6 4**

Prerequisites: None

Corequisites: None

This course introduces the proper procedures for using automotive refinishing equipment and materials in surface preparation and application. Topics include federal, state, and local regulations, personal safety, refinishing equipment and materials, surface preparation, masking, application techniques, and other related topics. Upon completion, students should be able to identify and use proper equipment and materials in refinishing following accepted industry standards.

AUB 112 Painting and Refinishing II 2 6 4

Prerequisites: AUB 111
Corequisites: None

This course covers advanced painting techniques and technologies with an emphasis on identifying problems encountered by the refinishing technician. Topics include materials application, color matching, correction of refinishing problems, and other related topics. Upon completion, students should be able to perform spot, panel, and overall refinishing repairs and identify and correct refinishing problems.

AUB 114 Special Finishes 1 2 2

Prerequisites: AUB 111
Corequisites: None

This course introduces multistage finishes, custom painting, and protective coatings. Topics include base coats, advanced intermediate coats, clear coats, and other related topics. Upon completion, students should be able to identify and apply specialized finishes based on accepted industry standards.

AUB 121 Nonstructural Damage I 1 4 3

Prerequisites: None
Corequisites: None

This course introduces safety, tools, and the basic fundamentals of body repair. Topics include shop safety, damage analysis, tools and equipment, repair techniques, materials selection, materials usage, and other related topics. Upon completion, students should be able to identify and repair minor direct and indirect damage including removal/repairing/replacing of body panels to accepted standards.

AUB 122 Nonstructural Damage II 2 6 4

Prerequisites: None
Corequisites: None

This course covers safety, tools, and advanced body repair. Topics include shop safety, damage analysis, tools and equipment, advanced repair techniques, materials selection, materials usage, movable glass, and other related topics. Upon completion, students should be able to identify and repair or replace direct and indirect damage to accepted standards including movable glass and hardware.

AUB 131 Structural Damage I 2 4 4

Prerequisites: None
Corequisites: None

This course introduces safety, equipment, structural damage analysis, and damage repairs. Topics include shop safety, design and construction, structural analysis and measurement, equipment, structural glass, repair techniques, and other related topics. Upon completion, students should be able to analyze and perform repairs to a vehicle which has received light/moderate structural damage.

AUB 132 Structural Damage II 2 6 4

Prerequisites: AUB 131
Corequisites: None

This course provides an in-depth study of structural damage analysis and repairs to vehicles that have received moderate to heavy structural damage. Topics include shop safety, structural analysis and measurement, equipment, structural glass, advanced repair techniques, structural component replacement and alignment, and other related topics. Upon completion, students should be able to analyze and perform repairs according to industry standards.

AUB 134 Autobody MIG Welding 1 4 3

Prerequisites: None

Corequisites: None

This course covers the terms and procedures for welding the various metals found in today's autobody repair industry with an emphasis on personal/environmental safety. Topics include safety and precautionary measures, setup/operation of MIG equipment, metal identification methods, types of welds/joints, techniques, inspection methods, and other related topics. Upon completion, students should be able to demonstrate a basic knowledge of welding operations and safety procedures according to industry standards.

AUB 136 Plastics and Adhesives 1 4 3

Prerequisites: None

Corequisites: None

This course covers safety, plastic and adhesive identification, and the various repair methods of automotive plastic components. Topics include safety, identification, preparation, material selection, and the various repair procedures including refinishing. Upon completion, students should be able to identify, remove, repair, and/or replace automotive plastic components in accordance with industry standards.

BIOLOGY

Initial student placement in developmental courses is based on individual college placement testing policies and procedures. Students should begin developmental course work at the appropriate level indicated by that college's placement test.

BIO 090 Foundations of Biology 3 2 4

Prerequisites: None

Corequisites: RED 090

This course introduces basic biological concepts. Topics include basic biochemistry, cell structure and function, interrelationships among organisms, scientific methodology, and other related topics. Upon completion, students should be able to demonstrate preparedness for college-level biology courses.

BIO 111 General Biology I 3 3 4

Prerequisites: None

Corequisites: None

This course introduces the principles and concepts of biology. Emphasis is placed on basic biological chemistry, cell structure and function, metabolism and energy transformation, genetics, evolution, classification, and other related topics. Upon completion, students should be able to demonstrate understanding of life at the molecular and cellular levels. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.*

BIO 112 General Biology II 3 3 4

Prerequisites: BIO 111

Corequisites: None

This course is a continuation of BIO 111. Emphasis is placed on organisms, biodiversity, plant and animal systems, ecology, and other related topics. Upon completion, students should be able to demonstrate comprehension of life at the organismal and ecological levels. This course includes an

oral communication component. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.*

BIO 120 Introductory Botany **3 3 4**

Prerequisites: BIO 110 or BIO 111

Corequisites: None

This course provides an introduction to the classification, relationships, structure, and function of plants. Topics include reproduction and development of seed and non-seed plants, levels of organization, form and function of systems, and a survey of major taxa. Upon completion, students should be able to demonstrate comprehension of plant form and function, including selected taxa of both seed and non-seed plants. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.*

BIO 130 Introductory Zoology **3 3 4**

Prerequisites: BIO 110 or BIO 111

Corequisites: None

This course provides an introduction to the classification, relationships, structure, and function of major animal phyla. Emphasis is placed on levels of organization, reproduction and development, comparative systems, and a survey of selected phyla. Upon completion, students should be able to demonstrate comprehension of animal form and function including comparative systems of selected groups. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.*

BIO 140 Environmental Biology **3 0 3**

Prerequisites: None

Corequisites: None

This course introduces environmental processes and the influence of human activities upon them. Topics include ecological concepts, population growth, natural resources, and a focus on current environmental problems from scientific, social, political, and economic perspectives. Upon completion, students should be able to demonstrate an understanding of environmental interrelationships and of contemporary environmental issues. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.*

BIO 140A Environmental Biology Lab **0 3 1**

Prerequisites: None

Corequisites: BIO 140

This course provides a laboratory component to complement BIO 140. Emphasis is placed on laboratory and field experience. Upon completion, students should be able to demonstrate a practical understanding of environmental interrelationships and of contemporary environmental issues. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.*

BIO 161 Introduction to Human Biology **3 0 3**

Prerequisites: None

Corequisites: None

This course provides a basic survey of human biology. Emphasis is placed on the basic structure and function of body systems and the medical terminology used to describe normal and pathological states. Upon completion, students should be able to demonstrate an understanding of normal anatomy and physiology and the appropriate use of medical terminology.

BIO 163 Basic Anatomy and Physiology 4 2 5

Prerequisites: None

Corequisites: None

This course provides a basic study of the structure and function of the human body. Topics include a basic study of the body systems as well as an introduction to homeostasis, cells, tissues, nutrition, acid-base balance, and electrolytes. Upon completion, students should be able to demonstrate a basic understanding of the fundamental principles of anatomy and physiology and their interrelationships.

This course has been approved to satisfy the Comprehensive Articulation Agreement elective course requirement.

BIO 165 Anatomy and Physiology I 3 3 4

Prerequisites: None

Corequisites: None

This course is the first of a two-course sequence which provides a comprehensive study of the anatomy and physiology of the human body. Topics include the structure, function, and interrelationship of organ systems with emphasis on the processes which maintain homeostasis. Upon completion, students should be able to demonstrate an in-depth understanding of principles of anatomy and physiology and their interrelationships. *This course has been approved to satisfy the Comprehensive Articulation Agreement elective course requirement.*

BIO 166 Anatomy and Physiology II 3 3 4

Prerequisites: BIO 165

Corequisites: None

This course is the second in a two-course sequence which provides a comprehensive study of the anatomy and physiology of the human body. Topics include the structure, function, and interrelationship of organ systems with emphasis on the processes which maintain homeostasis. Upon completion, students should be able to demonstrate an in-depth understanding of principles of anatomy and physiology and the interrelationships of all body systems. *This course has been approved to satisfy the Comprehensive Articulation Agreement elective course requirement.*

BIO 175 General Microbiology 2 2 3

Prerequisites: BIO 110, BIO 163, BIO 166, or BIO 169

Corequisites: None

This course covers principles of microbiology with emphasis on microorganisms and human disease. Topics include an overview of microbiology and aspects of medical microbiology, identification and control of pathogens, disease transmission, host resistance, and immunity. Upon completion, students should be able to demonstrate knowledge of microorganisms and the disease process as well as aseptic and sterile techniques. *This course has been approved to satisfy the Comprehensive Articulation Agreement elective course requirement.*

BIO 230 Entomology 3 3 4

Prerequisites: BIO 112

Corequisites: None

This course covers the biology of insects. Topics include harmful and beneficial insects, their identification, classification, life cycles, behavior, distribution, economic importance, and the methods involved in collection and preservation. Upon completion, students should be able to identify common insects and describe their biology and ecology. *This course has been approved to satisfy the Comprehensive Articulation Agreement elective course requirement.*

BIOMEDICAL EQUIPMENT TECHNOLOGY

BMT 111 Introduction to Biomedical Field 1 0 1

Prerequisites: None
Corequisites: None

This course introduces the fundamental concepts of the health care delivery system. Topics include hospital organization and structure, BMET duties and responsibilities, and the professional and social interrelationships between services. Upon completion, students should be able to demonstrate an understanding of hospital organization as related to BMET duties.

BMT 112 Hospital Safety Standards 2 2 3

Prerequisites: None
Corequisites: None

This course covers national, state, and local standards pertaining to hospital safety. Topics include electrical safety, gas safety, SMDA reporting, and JCAHO and FPA compliance. Upon completion, students should be able to conduct PM and safety inspections in compliance with safety regulations.

BMT 113 Medical Electronics 3 6 5

Prerequisites: ELC 112 or ELC 131
Corequisites: None

This course includes circuit approximations for semiconductor devices. Topics include first, second, and third approximations; biasing considerations; instrumentation amplifiers; and nonlinear applications. Upon completion, students should be able to analyze and approximate the operation of semiconductor devices used in medical equipment.

BMT 211 Biomedical Measurements 2 2 3

Prerequisites: None
Corequisites: None

This course introduces the human-instrument system and problems encountered in attempting to obtain measurements from a living body. Topics include electrodes, transducers, instrumentation, amplifiers, electrocardiographs, monitors, recorders, defibrillators, ESU units, and related equipment. Upon completion, students should be able to analyze, troubleshoot, repair, and calibrate diagnostic and therapeutic equipment.

BMT 212 BMET Instrumentation I 3 6 5

Prerequisites: None
Corequisites: None

This course covers theory of operation, circuit analysis, troubleshooting techniques, and medical applications for a variety of instruments and devices. Topics include instruments found in clinical laboratories, intensive care units, and research facilities. Upon completion, students should be able to repair, calibrate, and certify that instrumentation meets manufacturers' original specifications.

BMT 213 BMET Instrumentation II 2 3 3

Prerequisites: BMT 212
Corequisites: None

This course provides continued study of theory of operation, circuit analysis, troubleshooting techniques, and medical applications for a variety of instruments and devices. Topics include instruments found in clinical laboratories, intensive care units, and research facilities. Upon completion, students should be able to repair, calibrate, and certify that instrumentation meets manufacturers' original specifications.

BMT 222 Imaging Techniques 3 0 3

Prerequisites: None

Corequisites: None

This course covers imaging techniques associated with X-ray, CT scan, magnetic imaging, and ultrasound. Topics include radiation interaction with matter, X-ray emissions, beam restricting devices, and data display techniques. Upon completion, students should be able to understand the operation of the various components that make up typical digital imaging devices.

BMT 224 Biomedical Laser/Fiber Optics 3 3 4

Prerequisites: None

Corequisites: None

This course covers fundamental concepts of medical lasers and medical applications of fiber optics. Topics include laser energy generation and usage in surgery, including ophthalmic, plaque removal, cosmetic, and other related medical procedures. Upon completion, students should be able to evaluate, calibrate, align, and provide safety instruction in the use of medical lasers and fiber optics.

BLUEPRINT READING

BPR 111 Blueprint Reading 1 2 2

Prerequisites: None

Corequisites: None

This course introduces the basic principles of blueprint reading. Topics include line types, orthographic projections, dimensioning methods, and notes. Upon completion, students should be able to interpret basic blueprints and visualize the features of a part. This course includes an oral communication component.

BUSINESS

BUS 110 Introduction to Business 3 0 3

Prerequisites: None

Corequisites: None

This course provides a survey of the business world. Topics include the basic principles and practices of contemporary business. Upon completion, students should be able to demonstrate an understanding of business concepts as a foundation for studying other business subjects.

BUS 115 Business Law I 3 0 3

Prerequisites: None

Corequisites: None

This course introduces the ethics and legal framework of business. Emphasis is placed on contracts, negotiable instruments, Uniform Commercial Code, and the working of the court systems. Upon completion, students should be able to apply ethical issues and laws covered to selected business decision-making situations. Additional topics include bailments, sales, and risk-bearing.

BUS 116 Business Law II 3 0 3

Prerequisites: BUS 115

Corequisites: None

This course continues the study of ethics and business law. Emphasis is placed on bailments, sales, risk-bearing, forms of business ownership, and copyrights. Upon completion, students should be able to apply ethical issues and laws covered to selected business decision-making situations.

BUS 121

Business Math

223

Prerequisites: None
Corequisites: None

This course covers fundamental mathematical operations and their application to business problems. Topics include payroll, pricing, interest and discount, commission, taxes, and other pertinent uses of mathematics in the field of business. Upon completion, students should be able to apply mathematical concepts to business.

BUS 135

Principles of Supervision

303

Prerequisites: None
Corequisites: None

This course introduces the basic responsibilities and duties of the supervisor and his/her relationship to higher level supervisors, subordinates, and associates. Emphasis is placed on effective utilization of the work force and understanding the role of the supervisor. Upon completion, students should be able to apply supervisory principles in the workplace.

BUS 137

Principles of Management

303

Prerequisites: None
Corequisites: None

This course is designed to be an overview of the major functions of management. Emphasis is placed on planning, organizing, controlling, directing, and communicating. Upon completion, students should be able to work as contributing members of a team utilizing these functions of management.

BUS 151

People Skills

303

Prerequisites: None
Corequisites: None

This course introduces the basic concepts of identity and communication in the business setting. Topics include self-concept, values, communication styles, feelings and emotions, roles versus relationships, and basic assertiveness, listening, and conflict resolution. Upon completion, students should be able to distinguish between unhealthy, self-destructive communication patterns and healthy, nondestructive positive communication patterns. This course will also include professional development and oral communication components.

BUS 153

Human Resource Management

303

Prerequisites: None
Corequisites: None

This course introduces the functions of personnel/human resource management within an organization. Topics include equal opportunity and the legal environment, recruitment and selection, performance appraisal, employee development, compensation planning, and employee relations. Upon completion, students should be able to anticipate and resolve human resource concerns.

BUS 198

Seminar in Business

303

Prerequisites: None
Corequisites: None

This course provides an opportunity to explore topics of current interest. Emphasis is placed on the development of critical listening skills and the presentation of seminar issues. Upon completion, students should be able to critically analyze issues and establish informed opinions. Students will have an opportunity to examine current business practices and applications in e-commerce.

BUS 210 Investment Analysis 3 0 3

Prerequisites: ACC 111 or ACC 120

Corequisites: None

This course examines the concepts related to financial investment and the fundamentals of managing investments. Emphasis is placed on the securities markets, stocks, bonds, and mutual funds, as well as tax implications of investment alternatives. Upon completion, students should be able to analyze and interpret investment alternatives and report findings to users of financial information.

BUS 217 Employment Law and Regulations 3 0 3

Prerequisites: None

Corequisites: None

This course introduces the principal laws and regulations affecting public and private organizations and their employees or prospective employees. Topics include fair employment practices, EEO, affirmative action, and employee rights and protections. Upon completion, students should be able to evaluate organization policy for compliance and assure that decisions are not contrary to law.

BUS 225 Business Finance 2 2 3

Prerequisites: ACC 120

Corequisites: None

This course provides an overview of business financial management. Emphasis is placed on financial statement analysis, time value of money, management of cash flow, risk and return, and sources of financing. Upon completion, students should be able to interpret and apply the principles of financial management.

BUS 230 Small Business Management 3 0 3

Prerequisites: None

Corequisites: None

This course introduces the challenges of entrepreneurship including the start-up and operation of a small business. Topics include market research techniques, feasibility studies, site analysis, financing alternatives, and managerial decision making. Upon completion, students should be able to develop a small business plan.

BUS 234 Training and Development 3 0 3

Prerequisites: None

Corequisites: None

This course covers developing, conducting, and evaluating employee training with attention to adult learning principles. Emphasis is placed on conducting a needs assessment, using various instructional approaches, designing the learning environment, and locating learning resources. Upon completion, students should be able to design, conduct, and evaluate a training program.

BUS 235 Performance Management 3 0 3

Prerequisites: None

Corequisites: None

This course includes the legal background for performance management and the basic methodology used in developing and validating a performance management system. Emphasis is placed on job analysis, job descriptions, appraisal instruments, and action plans. Upon completion, students should be able to develop, implement, and maintain a comprehensive performance management system.

BUS 238 Integrated Management 3 0 3
Prerequisites: BUS 137
Corequisites: None

This course provides a management simulation exercise in which students make critical managerial decisions based upon the situations that arise in operating competitive business enterprises. Topics include operations management, forecasting, budgeting, purchasing, facility layout, aggregate planning, and work improvement techniques. Upon completion, students should be able to perform the variety of analytical and decision-making requirements that will be faced in a business.

BUS 239 Business Applications Seminar 1 2 2
Prerequisites: ACC 120, BUS 115, BUS 137, MKT 120, and either ECO 151, ECO 251, or ECO 252
Corequisites: None

This course is designed as a capstone course for Business Administration majors. Emphasis is placed on decision making in the areas of management, marketing, production, purchasing, and finance. Upon completion, students should be able to apply the techniques, processes, and vital professional skills needed in the workplace.

BUS 240 Business Ethics 3 0 3
Prerequisites: None
Corequisites: None

This course introduces contemporary and controversial ethical issues that face the business community. Topics include moral reasoning, moral dilemmas, law and morality, equity, justice and fairness, ethical standards, and moral development. Upon completion, students should be able to demonstrate an understanding of their moral responsibilities and obligations as members of the work force and society.

BUS 253 Leadership and Management Skills 3 0 3
Prerequisites: None
Corequisites: None

This course includes a study of the qualities, behaviors, and personal styles exhibited by leaders. Emphasis is placed on coaching, counseling, team building, and employee involvement. Upon completion, students should be able to identify and exhibit the behaviors needed for organizational effectiveness.

BUS 254 Advanced People Skills 3 0 3
Prerequisites: BUS 151
Corequisites: None

This course provides an advanced study of the concepts included in BUS 151. Topics include causes for communication breakdown, behavior styles, and advanced techniques for assertiveness and conflict resolution in the business environment. Upon completion, students should be able to recognize and handle conflict situations and the difficult people who create them.

BUS 255 Organizational Behavior in Business 3 0 3
Prerequisites: None
Corequisites: None

This course covers the impact of different management practices and leadership styles on worker satisfaction and morale, organizational effectiveness, productivity, and profitability. Topics include a discussion of formal and informal organizations, group dynamics, motivation, and managing conflict and change. Upon completion, students should be able to analyze different types of interpersonal situations and determine an appropriate course of action.

BUS 260	Business Communication	3	0	3
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Prerequisites: ENG 111

Corequisites: None

This course is designed to develop skills in writing business communications. Emphasis is placed on business reports, correspondence, and professional presentations. Upon completion, students should be able to communicate effectively in the work place.

BUS 270	Professional Development	3	0	3
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Prerequisites: None

Corequisites: None

This course provides basic knowledge of self-improvement techniques as related to success in the professional world. Topics include positive human relations, job-seeking skills, and projecting positive self-image. Upon completion, students should be able to demonstrate competent personal and professional skills necessary to get and keep a job.

BUS 285	Business Management Issues	2	2	3
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Prerequisites: BUS 137

Corequisites: None

This course covers contemporary issues that affect successful businesses and their managers and employees. Emphasis is placed on using case studies and exercises to develop analytical and problem-solving skills, ethics, quality management concepts, team skills, and effective communication. Upon completion, students should be able to apply the specific knowledge and skills covered to become more effective managers and employees.

COMPUTER ENGINEERING TECHNOLOGY

CET 111	Computer Upgrade/Repair I	2	3	3
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Prerequisites: CIS 130

Corequisites: None

This course is the first of two courses covering repairing, servicing, and upgrading computers and peripherals in preparation for industry certification. Topics include safety practices, CPU/memory/bus identification, disk subsystem, hardware/software installation/configuration, common device drivers, data recovery, system maintenance, and other related topics. Upon completion, students should be able to safely repair and/or upgrade computer systems to perform within specifications.

CET 211	Computer Upgrade/Repair II	2	3	3
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Prerequisites: CET 111

Corequisites: None

This course is the second of two courses covering repairing, servicing, and upgrading computers and peripherals in preparation for industry certification. Topics include resolving resource conflicts and system bus specifications, configuration and troubleshooting peripherals, operating system configuration and optimization, and other related topics. Upon completion, students should be able to identify and resolve system conflicts and optimize system performance.

CHEMISTRY

Initial student placement in developmental courses is based on individual college placement testing policies and procedures. Students should begin developmental course work at the appropriate level indicated by that college's placement test.

CHM 090 Chemistry Concepts

4 0 4

Prerequisites: None

Corequisites: None

This course provides a nonlaboratory based introduction to basic concepts of chemistry. Topics include measurements, matter, energy, atomic theory, bonding, molecular structure, nomenclature, balancing equations, stoichiometry, solutions, acids and bases, gases, and basic organic chemistry. Upon completion, students should be able to understand and apply basic chemical concepts necessary for success in college-level science courses.

CHM 151 General Chemistry I

3 3 4

Prerequisites: None

Corequisites: None

This course covers fundamental principles and laws of chemistry. Topics include measurement, atomic and molecular structure, periodicity, chemical reactions, chemical bonding, stoichiometry, thermochemistry, gas laws, and solutions. Upon completion, students should be able to demonstrate an understanding of fundamental chemical laws and concepts as needed in CHM 152. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.*

CHM 152 General Chemistry II

3 3 4

Prerequisites: CHM 151

Corequisites: None

This course provides a continuation of the study of the fundamental principles and laws of chemistry. Topics include kinetics, equilibrium, ionic and redox equations, acid-base theory, electrochemistry, thermodynamics, introduction to nuclear and organic chemistry, and complex ions. Upon completion, students should be able to demonstrate an understanding of chemical concepts as needed to pursue further study in chemistry and related professional fields. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.*

INFORMATION SYSTEMS

CIS 110 Introduction to Computers

2 2 3

Prerequisites: None

Corequisites: None

This course provides an introduction to computers and computing. Topics include the impact of computers on society, ethical issues, and hardware/software applications, including spreadsheets, databases, word processors, graphics, the Internet, and operating systems. Upon completion, students should be able to demonstrate an understanding of the role and function of computers and use the computer to solve problems. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural science/mathematics.*

CIS 115 Introduction to Programming and Logic 2 2 3

Prerequisites: MAT 070 or MAT 080 or MAT 090

Corequisites: None

This course introduces computer programming and problem solving in a programming environment, including an introduction to operating systems, text editor, and a language translator. Topics include language syntax, data types, program organization, problem-solving methods, algorithm design, and logic control structures. Upon completion, students should be able to manage files with operating system commands, use top-down algorithm design, and implement algorithmic solutions in a programming language. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural science/mathematics.*

CIS 120 Spreadsheet I 2 2 3

Prerequisites: CIS 110 or CIS 111 or OST 137

Corequisites: None

This course introduces basic spreadsheet design and development. Topics include writing formulas, using functions, enhancing spreadsheets, creating charts, and printing. Upon completion, students should be able to design and print basic spreadsheets and charts.

CIS 126 Graphics Software Introduction 2 2 3

Prerequisites: None

Corequisites: None

This course provides an introduction to graphic design and execution of pictorial graphics using a variety of software packages. Emphasis is placed on creation and manipulation of images using graphic design software. Upon completion, students should be able to create graphic designs and incorporate these designs into printed publications.

CIS 130 Survey of Operating Systems 2 3 3

Prerequisites: None

Corequisites: None

The course covers operating system concepts which are necessary for maintaining and using computer systems. Topics include disk, file, and directory structures; installation and setup; resource allocation, optimization, and configuration; system security; and other related topics. Upon completion, students should be able to install and configure operating systems and optimize performance.

CIS 147 Operating Systems—Windows™ 2 2 3

Prerequisites: None

Corequisites: None

This course introduces operating systems concepts for a Windows™ operating system. Topics include hardware management, file and memory management, system configuration/optimization, and utilities. Upon completion, students should be able to perform operating system functions at the support level in a Windows™ environment.

CIS 152 Database Concepts and Applications 2 2 3

Prerequisites: CIS 110, CIS 111, or CIS 115

Corequisites: None

This course introduces database design and creation using a DBMS product. Topics include database terminology, usage in industry, design theory, types of DBMS models, and creation of simple tables, queries, reports, and forms. Upon completion, students should be able to create simple database tables, queries, reports, and forms which follow acceptable design practices.

CIS 153 Database Applications**2 2 3**

Prerequisites: CIS 152

Corequisites: None

This course covers advanced database functions continued from CIS 152. Topics include manipulating multiple tables, advanced queries, screens and reports, linking, and command files. Upon completion, students should be able to create multiple table systems that demonstrate updates, screens, and reports representative of industry requirements.

CIS 154 Database Utilization**1 2 2**

Prerequisites: CIS 110 or CIS 111 or OST 137

Corequisites: None

This course introduces basic database functions and uses. Emphasis is placed on database manipulation with queries, reports, forms, and some table creation. Upon completion, students should be able to enter and manipulate data from the end-user mode.

CIS 157 Database Programming I**2 2 3**

Prerequisites: CIS 152

Corequisites: None

This course is designed to develop programming proficiency in a selected DBMS. Emphasis is placed on the Data Definition Language (DDL) and Data Manipulation Language (DML) of the DBMS as well as on report generation. Upon completion, students should be able to write programs which create, update, and produce reports representative of industry requirements.

CIS 162 Multimedia Presentation Software**2 2 3**

Prerequisites: CIS 110 or CIS 111

Corequisites: None

This course is designed to integrate visual and audio resources using presentation software in a simple interactive multimedia project. Emphasis is placed upon design and audience considerations, general prototyping, and handling of media resources. Upon completion, students should be able to demonstrate an original interactive multimedia presentation implementing all of these resources in a professional manner.

CIS 169 Business Presentations**1 2 2**

Prerequisites: CIS 110 or CIS 111

Corequisites: None

This course provides hands-on experience with a graphics presentation package. Topics include terminology, effective chart usage, design and layout, integrating hardware components, and enhancing presentations with text and graphics. Upon completion, students should be able to design and demonstrate an effective presentation. This course includes an oral communication component.

CIS 172 Introduction to the Internet**2 3 3**

Prerequisites: None

Corequisites: None

This course introduces the various navigational tools and services of the Internet. Topics include using Internet protocols, search engines, file compression/decompression, FTP, e-mail, listservers, and other related topics. Upon completion, students should be able to use Internet resources, retrieve/decompress files, and use e-mail, FTP, and other Internet tools.

CIS 173 Network Theory 2 2 3

Prerequisites: None

Corequisites: None

This course examines Token Ring, Ethernet, and Arcnet networks. Topics include LAN topologies and design; cable characteristics; cable, interface cards, server, and client installation; basic management techniques; linking networks; and troubleshooting LAN problems. Upon completion, students should be able to install both hardware and software for a small client/server LAN and troubleshoot common network problems. This course includes an oral communication component.

CIS 174 Network System Manager I 2 2 3

Prerequisites: None

Corequisites: None

This course covers effective network management. Topics include network file system design and security, login scripts and user menus, printing services, e-mail, and backup. Upon completion, students should be able to administer an office network system.

CIS 175 Network Management I 2 2 3

Prerequisites: None

Corequisites: None

This course covers fundamental network administration and system management. Topics include accessing and configuring basic network services, managing directory services, and using network management software. Upon completion, students should be able to apply system administrator skills in developing a network management strategy.

CIS 184 TCP/IP and NFS 2 2 3

Prerequisites: CIS 175

Corequisites: None

This course focuses on installation and configuration of TCP/IP on a network. Topics include an overview of TCP/IP, SNMP, application of programming interfaces, Network File System (NFS), IP addresses, and routing and tunneling. Upon completion, students should be able to install, monitor, manage, diagnose, and troubleshoot common problems in IP networks and internetworks.

CIS 193 Professional Document Preparation 2 2 3

Prerequisites: None

Corequisites: None

This course provides a comprehensive study of preparing professional documents; e.g., composing and editing various types of letters, memos, and reports with grammatical correctness and with the help of reference materials specifically designed for the office environment. Also included in the course will be a segment on document management.

CIS 217 Computer Training and Support 2 2 3

Prerequisites: None

Corequisites: None

This course introduces computer training and support techniques. Topics include methods of adult learning, training design, delivery, evaluation, creating documentation, and user support methods. Upon completion, students should be able to design and implement training and provide continued support for computer users.

CIS 274	Network System Manager II	2	2	3
Prerequisites:	CIS 174			
Corequisites:	None			

This course is a continuation of CIS 174 focusing on advanced network management, configuration, and installation. Emphasis is placed on server configuration files, start up procedures, server protocol support, memory and performance concepts, and management and maintenance. Upon completion, students should be able to install and upgrade networks and servers for optimal performance.

CIS 275	Network Management II	2	2	3
Prerequisites:	CIS 175			
Corequisites:	None			

This course is a continuation of CIS 175 focusing on advanced enterprise networks. Topics include directory service tree planning, management distribution and protection, improving network security, auditing the network, printing, networking, and system administration of an Internet node. Upon completion, students should be able to manage client services and network features and optimize network performance.

CIS 277	Network Design and Implementation	2	2	3
Prerequisites:	CIS 275			
Corequisites:	None			

This course focuses on the design, analysis, and integration of a network operating system. Topics include determination of a directory tree structure and object placement, creation of time synchronization strategy, security, and routing services. Upon completion, students should be able to implement a network design strategy, develop a migration strategy, and create a network implementation schedule.

CIS 282	Network Technology	3	0	3
Prerequisites:	None			
Corequisites:	None			

This course examines concepts of network architecture. Topics include various network types, topologies, transmission methods, media and access control, the OSI model, and the protocols which operate at each level of the model. Upon completion, students should be able to design a network based on the requirements of a company. This course includes an oral communication component.

CIS 286	Systems Analysis and Design	3	0	3
Prerequisites:	CIS 115			
Corequisites:	None			

This course examines established and evolving methodologies for the analysis, design, and development of a business information system. Emphasis is placed on business systems characteristics, managing information systems projects, prototyping, CASE tools, and systems development life cycle phases. Upon completion, students should be able to analyze a problem and design an appropriate solution using a combination of tools and techniques. This course includes an oral communication component.

CIS 287	Network Support	2	2	3
Prerequisites:	CIS 274 or CIS 275			
Corequisites:	None			

This course provides experience using CD-ROM and on-line research tools and hands-on experience for advanced hardware support and troubleshooting. Emphasis is placed on troubleshooting network adapter cards and cabling, network storage devices, the DOS workstation, and network printing. Upon completion, students should be able to analyze, diagnose, research, and fix network hardware problems.

CRIMINAL JUSTICE

CJC 100 Basic Law Enforcement Training 8 30 18

Prerequisites: None

Corequisites: None

This course covers the skills and knowledge needed for entry-level employment as a law enforcement officer in North Carolina. Emphasis is placed on topics and areas as defined by the North Carolina Administrative Code. Upon completion, students should be able to demonstrate competence in the topics and areas required for the state comprehensive examination. *This is a certificate-level course.*

CJC 111 Introduction to Criminal Justice 3 0 3

Prerequisites: None

Corequisites: None

This course introduces the components and processes of the criminal justice system. Topics include history, structure, functions, and philosophy of the criminal justice system and their relationship to life in our society. Upon completion, students should be able to define and describe the major system components and their interrelationships and evaluate career options. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as an elective course requirement.*

CJC 112 Criminology 3 0 3

Prerequisites: None

Corequisites: None

This course introduces deviant behavior as it relates to criminal activity. Topics include theories of crime causation; statistical analysis of criminal behavior; past, present, and future social control initiatives; and other related topics. Upon completion, students should be able to explain and discuss various theories of crime causation and societal response.

CJC 113 Juvenile Justice 3 0 3

Prerequisites: None

Corequisites: None

This course covers the juvenile justice system and related juvenile issues. Topics include an overview of the juvenile justice system, treatment and prevention programs, special areas and laws unique to juveniles, and other related topics. Upon completion, students should be able to identify/discuss juvenile court structure/procedures, function and jurisdiction of juvenile agencies, processing/detention of juveniles, and case disposition.

CJC 121 Law Enforcement Operations 3 0 3

Prerequisites: None

Corequisites: None

This course introduces fundamental law enforcement operations. Topics include the contemporary evolution of law enforcement operations and related issues. Upon completion, students should be able to explain theories, practices, and issues related to law enforcement operations. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as an elective course requirement.*

CJC 131 Criminal Law 3 0 3

Prerequisites: None

Corequisites: None

This course covers the history/evolution/principles and contemporary applications of criminal law. Topics include sources of substantive law, classification of crimes, parties to crime, elements of

crimes, matters of criminal responsibility, and other related topics. Upon completion, students should be able to discuss the sources of law and identify, interpret, and apply the appropriate statutes/elements.

CJC 132 **Court Procedure and Evidence**

303

Prerequisites: None

Corequisites: None

This course covers judicial structure/process/procedure from incident to disposition, kinds and degrees of evidence, and the rules governing admissibility of evidence in court. Topics include consideration of state and federal courts, arrest, search and seizure laws, exclusionary and statutory rules of evidence, and other related issues. Upon completion, students should be able to identify and discuss procedures necessary to establish a lawful arrest/search, proper judicial procedures, and the admissibility of evidence.

CJC 141 **Corrections**

303

Prerequisites: None

Corequisites: None

This course covers the history, major philosophies, components, and current practices and problems of the field of corrections. Topics include historical evolution, functions of the various components, alternatives to incarceration, treatment programs, inmate control, and other related topics. Upon completion, students should be able to explain the various components, processes, and functions of the correctional system. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as an elective course requirement.*

CJC 212 **Ethics and Community Relations**

303

Prerequisites: None

Corequisites: None

This course covers ethical considerations and accepted standards applicable to criminal justice organizations and professionals. Topics include ethical systems; social change, values, and norms; cultural diversity; citizen involvement in criminal justice issues; and other related topics. Upon completion, students should be able to apply ethical considerations to the decision-making process in identifiable criminal justice situations.

CJC 213 **Substance Abuse**

303

Prerequisites: None

Corequisites: None

This course is a study of substance abuse in our society. Topics include the history and classifications of drug abuse and the social, physical, and psychological impact of drug abuse. Upon completion, students should be able to identify various types of drugs, their effects on human behavior and society, and treatment modalities.

CJC 215 **Organization and Administration**

303

Prerequisites: None

Corequisites: None

This course introduces the components and functions of organization and administration as it applies to the agencies of the criminal justice system. Topics include operations/functions of organizations; recruiting, training, and retention of personnel; funding and budgeting; communications; span of control and discretion; and other related topics. Upon completion, students should be able to identify and discuss the basic components and functions of a criminal justice organization and its administrative operations.

CJC 221	Investigative Principles	3	2	4
Prerequisites:	None			
Corequisites:	None			

This course introduces the theories and fundamentals of the investigative process. Topics include crime scene/incident processing, information gathering techniques, collection/preservation of evidence, preparation of appropriate reports, court presentations, and other related topics. Upon completion, students should be able to identify, explain, and demonstrate the techniques of the investigative process, report preparation, and courtroom presentation.

CJC 222	Criminalistics	3	0	3
Prerequisites:	None			
Corequisites:	None			

This course covers the functions of the forensic laboratory and its relationship to successful criminal investigations and prosecutions. Topics include advanced crime scene processing, investigative techniques, current forensic technologies, and other related topics. Upon completion, students should be able to identify and collect relevant evidence at simulated crime scenes and request appropriate laboratory analysis of submitted evidence.

CJC 231	Constitutional Law	3	0	3
Prerequisites:	None			
Corequisites:	None			

The course covers the impact of the Constitution of the United States and its amendments on the criminal justice system. Topics include the structure of the Constitution and its amendments, court decisions pertinent to contemporary criminal justice issues, and other related topics. Upon completion, students should be able to identify/discuss the basic structure of the United States Constitution and the rights/procedures as interpreted by the courts.

CJC 233	Correctional Law	3	0	3
Prerequisites:	None			
Corequisites:	None			

This course introduces statutory/case law pertinent to correctional concepts, facilities, and related practices. Topics include examination of major legal issues encompassing incarceration, probation, parole, restitution, pardon, restoration of rights, and other related topics. Upon completion, students should be able to identify/discuss legal issues which directly affect correctional systems and personnel.

COOPERATIVE EDUCATION

COE 111	Co-op Work Experience I	0	10	1
Prerequisites:	Specified by program			
Corequisites:	Specified by program			

This course provides work experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies.

COE 112	Co-op Work Experience I	0	20	2
Prerequisites:	Specified by program			
Corequisites:	Specified by program			

This course provides work experience with a college approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work

experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies.

COE 113 Co-op Work Experience I 0 30 3

Prerequisites: Specified by program

Corequisites: Specified by program

This course provides work experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies.

COE 115 Work Experience Seminar I 1 0 1

Prerequisites: Specified by program

Corequisites: COE 111, COE 112, COE 113, or COE 114

This course is designed for students participating in a cooperative work experience. In a group setting, students have the opportunity to discuss on-site practices, to resolve problems encountered during the placement, to evaluate the experience, and to discuss curriculum issues.

COE 121 Co-op Work Experience II 0 10 1

Prerequisites: COE 111, COE 112, COE 113, or COE 114

Corequisites: Specified by program

This course provides work experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies.

COE 122 Co-op Work Experience II 0 20 2

Prerequisites: COE 111, COE 112, COE 113, or COE 114

Corequisites: Specified by program

This course provides work experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies.

COE 123 Co-op Work Experience II 0 30 3

Prerequisites: COE 111, COE 112, COE 113, or COE 114

Corequisites: Specified by program

This course provides work experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies.

COE 125 Work Experience Seminar II 1 0 1

Prerequisites: COE 111, COE 112, COE 113, or COE 114

Corequisites: COE 121, COE 122, COE 123, or COE 124

This course is designed for students participating in a cooperative work experience. In a group setting, students have the opportunity to discuss on-site practices, to resolve problems encountered during the placement, to evaluate the experience, and to discuss curriculum issues.

COE 131 Co-op Work Experience III 0 10 1

Prerequisites: COE 121, COE 122, COE 123, or COE 124

Corequisites: Specified by program

This course provides work experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies.

COE 132 Co-op Work Experience III 0 20 2

Prerequisites: COE 121, COE 122, COE 123, or COE 124

Corequisites: Specified by program

This course provides work experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies.

COE 135 Work Experience Seminar III 1 0 1

Prerequisites: COE 121, COE 122, COE 123, or COE 124

Corequisites: COE 131, COE 132, COE 133, or COE 134

This course is designed for students participating in a cooperative work experience. In a group setting, students have the opportunity to discuss on-site practices, to resolve problems encountered during the placement, to evaluate the experience, and to discuss curriculum issues.

COSMETOLOGY

COS 111 Cosmetology Concepts I 4 0 4

Prerequisites: None

Corequisites: COS 112

This course introduces basic cosmetology concepts. Topics include safety, first aid, sanitation, bacteriology, anatomy, diseases and disorders, hygiene, product knowledge, chemistry, ethics, manicures, and other related topics. Upon completion, students should be able to safely and competently apply cosmetology concepts in the salon setting.

COS 112 Salon I 0 24 8

Prerequisites: None

Corequisites: COS 111

This course introduces basic salon services. Topics include scalp treatments, shampooing, rinsing, hair color, design, hair cutting, permanent waving, pressing, relaxing, wigs, and other related topics. Upon completion, students should be able to safely and competently demonstrate salon services.

COS 113 Cosmetology Concepts II 4 0 4

Prerequisites: None

Corequisites: COS 114

This course covers more comprehensive cosmetology concepts. Topics include safety, product knowledge, chemistry, manicuring, chemical restructuring, and hair coloring. Upon completion, students should be able to safely and competently apply these cosmetology concepts in the salon setting.

COS 114

Salon II

0 24 8

Prerequisites: None
Corequisites: COS 113

This course provides experience in a simulated salon setting. Topics include basic skin care, manicuring, nail application, scalp treatments, shampooing, rinsing, hair color, design, hair cutting, chemical restructuring, pressing, wigs, and other related topics. Upon completion, students should be able to safely and competently demonstrate these salon services.

COS 115

Cosmetology Concepts III

4 0 4

Prerequisites: None
Corequisites: COS 116

This course covers more comprehensive cosmetology concepts. Topics include safety, product knowledge, salon management, salesmanship, skin care, electricity/light therapy, wigs, thermal hair styling, lash and brow tinting, superfluous hair removal, and other related topics. Upon completion, students should be able to safely and competently apply these cosmetology concepts in the salon setting. This course includes an oral communication component.

COS 116

Salon III

0 12 4

Prerequisites: None
Corequisites: COS 115

This course provides comprehensive experience in a simulated salon setting. Emphasis is placed on intermediate level of skin care, manicuring, scalp treatments, shampooing, hair color, design, hair cutting, chemical restructuring, pressing, and other related topics. Upon completion, students should be able to safely and competently demonstrate these salon services.

COS 117

Cosmetology Concepts IV

2 0 2

Prerequisites: None
Corequisites: COS 118

This course covers advanced cosmetology concepts. Topics include chemistry and hair structure, advanced cutting and design, and an overview of all cosmetology concepts in preparation for the licensing examination. Upon completion, students should be able to demonstrate an understanding of these cosmetology concepts and meet program completion requirements.

COS 118

Salon IV

0 21 7

Prerequisites: COS 114 and COS 116
Corequisites: COS 117

This course provides advanced experience in a simulated salon setting. Emphasis is placed on efficient and competent delivery of all salon services in preparation for the licensing examination and employment. Upon completion, students should be able to demonstrate competence in program requirements and the areas covered on the Cosmetology Licensing Examination and meet entry-level employment requirements.

COS 119

Esthetics Concepts I

2 0 2

Prerequisites: None
Corequisites: None

This course covers the concepts of esthetics. Topics include orientation, anatomy, physiology, hygiene, sterilization, first aid, chemistry, basic dermatology, and professional ethics. Upon completion, students should be able to demonstrate an understanding of the concepts of esthetics and meet course requirements.

COS 120	Esthetics Salon I	0	18	6
Prerequisites:	None			
Corequisites:	None			

This course covers the techniques of esthetics in a comprehensive experience in a simulated salon setting. Topics include client consultation, facials, body treatments, hair removal, make-up applications, and color analysis. Upon completion, students should be able to safely and competently demonstrate esthetic services on clients in a salon setting.

COS 125	Esthetics Concepts II	2	0	2
Prerequisites:	None			
Corequisites:	None			

This course covers more comprehensive esthetics concepts. Topics include nutrition, business management, make-up, and color analysis. Upon completion, students should be able to demonstrate an understanding of the advanced esthetics concepts and meet course requirements.

COS 126	Esthetics Salon II	0	18	6
Prerequisites:	None			
Corequisites:	None			

This course provides experience in a simulated esthetics setting. Topics include machine facials, aroma therapy, massage therapy, electricity, and apparatus. Upon completion, students should be able to demonstrate competence in program requirements and the areas covered on the cosmetology licensing examination for estheticians.

COS 223	Contemporary Hair Coloring	1	3	2
Prerequisites:	COS 111 and COS 112			
Corequisites:	None			

This course covers basic color concepts, hair coloring problems, and application techniques. Topics include color theory, terminology, contemporary techniques, product knowledge, and other related topics. Upon completion, students should be able to identify a client's color needs and safely and competently perform color applications and correct problems.

COS 240	Contemporary Design	1	3	2
Prerequisites:	COS 111 and COS 112			
Corequisites:	None			

This course covers methods and techniques for contemporary designs. Emphasis is placed on contemporary designs and other related topics. Upon completion, students should be able to demonstrate and apply techniques associated with contemporary design.

COS 250	Computerized Salon Operations	1	0	1
Prerequisites:	None			
Corequisites:	None			

This course introduces computer and salon software. Emphasis is placed on various computer and salon software applications. Upon completion, students should be able to utilize computer skills and software applications in the salon setting.

COS 251	Manicure Instructor Concepts	8	0	8
Prerequisites:	None			
Corequisites:	None			

This course introduces manicuring instructional concepts. Topics include orientation, theories of education, unit planning, daily lesson planning, laboratory management, student assessment, record keeping, and other related topics. Upon completion, students should be able to identify theories of

education, develop lesson plans, demonstrate supervision techniques, and assess student classroom performance.

COS 252

Manicure Instructor Practicum

0155

Prerequisites: North Carolina Cosmetology or Manicurist License and six months' work experience in a cosmetic arts salon

Corequisites: COS 251

This course covers supervisory and instructional skills for teaching manicuring students in a laboratory setting. Topics include demonstrations of services, supervision, student assessment, and other related topics. Upon completion, students should be able to demonstrate competence in the areas covered by the Manicuring Instructor Licensing Examination and meet program completion requirements.

COS 271

Instructor Concepts I

505

Prerequisites: Cosmetology License and six months' experience as a licensed cosmetologist

Corequisites: COS 272

This course introduces the basic cosmetology instructional concepts. Topics include orientation, theories of education, unit planning, daily lesson planning, laboratory management, student assessment, record keeping, and other related topics. Upon completion, students should be able to identify theories of education, develop lesson plans, demonstrate supervisory techniques, and assess student performance in a classroom setting.

COS 272

Instructor Practicum I

0217

Prerequisites: Cosmetology License and six months' experience as a licensed cosmetologist

Corequisites: COS 271

This course covers supervisory and instructional skills for teaching entry-level cosmetology students in a laboratory setting. Topics include demonstrations of services, supervision, and entry-level student assessment. Upon completion, students should be able to demonstrate salon services and instruct and objectively assess the entry-level student.

COS 273

Instructor Concepts II

505

Prerequisites: COS 271 and COS 272

Corequisites: COS 274

This course covers advanced cosmetology instructional concepts. Topics include practical demonstrations, lesson planning, lecture techniques, development and administration of assessment tools, record keeping, and other related topics. Upon completion, students should be able to develop lesson plans, demonstrate supervision techniques, assess student performance in a classroom setting, and keep accurate records.

COS 274

Instructor Practicum II

0217

Prerequisites: COS 271 and COS 272

Corequisites: COS 273

This course is designed to develop supervisory and instructional skills for teaching advanced cosmetology students in a laboratory setting. Topics include practical demonstrations, supervision, and advanced student assessment. Upon completion, students should be able to demonstrate competence in the areas covered by the Instructor Licensing Examination and meet program completion requirements. *This is a certificate-level course.*

COMPUTER SCIENCE

CSC 134 C++ Programming 2 3 3

Prerequisites: None
Corequisites: None

This course introduces object-oriented computer programming using the C++ programming language. Topics include input/output operations, iteration, arithmetic operations, arrays, pointers, filters, and other related topics. Upon completion, students should be able to design, code, test, and debug C++ language programs.

CSC 138 RPG Programming 2 3 3

Prerequisites: None
Corequisites: None

This course introduces computer programming using the RPG programming language. Topics include input/output operations, sequence, selection, iteration, arithmetic operations, arrays/tables, and other related topics. Upon completion, students should be able to design, code, test, and debug RPG language programs.

CSC 139 Visual BASIC Programming 2 3 3

Prerequisites: None
Corequisites: None

This course introduces event-driven computer programming using the Visual BASIC programming language. Topics include input/output operations, sequence, selection, iteration, arithmetic operations, arrays, forms, sequential files, and other related topics. Upon completion, students should be able to design, code, test, and debug Visual BASIC language programs.

CSC 148 JAVA Programming 2 3 3

Prerequisites: None
Corequisites: None

This course introduces computer programming using the JAVA language. Topics include selection, iteration, arithmetic and logical operators, classes, inheritance, methods, arrays, user interfaces, basic applet creation and other related topics. Upon completion, students should be able to design, code, test, and debug JAVA language programs.

CSC 160 Introduction to Internet Programming 2 2 3

Prerequisites: CIS 172
Corequisites: None

This course introduces client-side Internet programming using HTML and Javascript. Topics include use of frames and tables, use of meta tags, and Javascript techniques for site navigation. Upon completion, students should be able to write HTML documents that incorporate programming to provide web page organization and navigation functions.

CSC 234 Advanced C++ 2 3 3

Prerequisites: CSC 134
Corequisites: None

This course is a continuation of CSC 134 using C++ with structured programming principles. Emphasis is placed on advanced arrays/tables, file management/processing techniques, data structures, subprograms, interactive processing, sort/merge routines, and libraries. Upon completion, students should be able to design, code, test, debug, and document programming solutions.

CSC 238
Prerequisites: CSC 138
Corequisites: None

Advanced RPG

233

This course is a continuation of CSC 138 using RPG with structured programming principles. Emphasis is placed on advanced arrays/tables, file management/processing techniques, data structures, subprograms, interactive processing, sort/merge routines, and libraries. Upon completion, students should be able to design, code, test, debug, and document programming solutions.

CSC 239
Prerequisites: CSC 139
Corequisites: None

Advanced Visual BASIC

233

This course is a continuation of CSC 139 using Visual BASIC with structured programming principles. Emphasis is placed on advanced arrays/tables, file management/processing techniques, data structures, sub-programs, interactive processing, sort/merge routines, and libraries. Upon completion, students should be able to design, code, test, debug, and document programming solutions.

CSC 248
Prerequisites: CSC 134 or CSC 140 or CSC 141
Corequisites: None

Advanced Internet Programming

233

This course covers advanced programming skills required to design Internet applications. Emphasis is placed on programming techniques required to support network applications. Upon completion, students should be able to design, code, debug, and document network-based programming solutions to various real-world problems using an appropriate programming language.

DRAFTING

DFT 151
Prerequisites: None
Corequisites: None

CAD I

233

This course introduces CAD software as a drawing tool. Topics include drawing, editing, file management, and plotting. Upon completion, students should be able to produce and plot a CAD drawing.

DRAMA/THEATRE

DRA 111
Prerequisites: None
Corequisites: None

Theatre Appreciation

303

This course provides a study of the art, craft, and business of the theatre. Emphasis is placed on the audience's appreciation of the work of the playwright, director, actor, designer, producer, and critic. Upon completion, students should be able to demonstrate a vocabulary of theatre terms and to recognize the contributions of various theatre artists. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

ECONOMICS

ECO 251 Principles of Microeconomics 3 0 3

Prerequisites: None
Corequisites: None

This course introduces economic analysis of individual, business, and industry choices in the market economy. Topics include the price mechanism, supply and demand, optimizing economic behavior, costs and revenue, market structures, factor markets, income distribution, market failure, and government intervention. Upon completion, students should be able to identify and evaluate consumer and business alternatives in order to efficiently achieve economic objectives. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.*

ECO 252 Principles of Macroeconomics 3 0 3

Prerequisites: None
Corequisites: None

This course introduces economic analysis of aggregate employment, income, and prices. Topics include major schools of economic thought; aggregate supply and demand; economic measures, fluctuations, and growth; money and banking; stabilization techniques; and international trade. Upon completion, students should be able to evaluate national economic components, conditions, and alternatives for achieving socioeconomic goals. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.*

EDUCATION

EDU 111 Early Childhood Credentials I 2 0 2

Prerequisites: None
Corequisites: None

This course introduces early childhood education and the role of the teacher in environments that encourage exploration and learning. Topics include professionalism, child growth and development, individuality, family, and culture. Upon completion, students should be able to identify and demonstrate knowledge of professional roles, major areas of child growth and development, and diverse families.

EDU 112 Early Childhood Credentials II 2 0 2

Prerequisites: None
Corequisites: None

This course introduces developmentally appropriate practices, positive guidance, and standards of health, safety, and nutrition. Topics include the learning environment, planning developmentally appropriate activities, positive guidance techniques, and health, safety, and nutrition standards. Upon completion, students should be able to demonstrate developmentally appropriate activities and positive guidance techniques and describe health/sanitation/nutrition practices that promote healthy environments for children.

EDU 113 Family/Early Childhood Credentials 2 0 2

Prerequisites: None
Corequisites: None

This course covers business/professional practices for family early childhood providers, developmentally appropriate practices, positive guidance, and methods of providing a safe and healthy environment. Topics include developmentally appropriate practices; health, safety, and nutrition;

and business and professionalism. Upon completion, students should be able to develop a handbook of policies, procedures, and practices for a family child care home.

EDU 118

Teacher Associate Principles and Practices

303

Prerequisite: None
Corequisites: None

This course covers the teacher associate’s role in the educational system. Topics include history of education, professional responsibilities and ethics, cultural diversity, communication skills, and identification of the optimal learning environment. Upon completion, students should be able to describe the supporting professional role of the teacher associate, demonstrate positive communication, and discuss educational philosophy.

EDU 119

Early Childhood Education

324

Prerequisites: None
Corequisites: None

This course covers the foundations of the education profession, types of programs, professionalism, and planning quality programs for children. Topics include historical foundations, career options, types of programs, professionalism, observational skills, and planning developmentally appropriate schedules, environments, and activities for children. Upon completion, students should be able to demonstrate observational skills, identify appropriate schedules and environments, develop activity plans, and describe influences on the profession.

EDU 131

Child, Family, and Community

303

Prerequisites: None
Corequisites: None

This course covers the relationships between the families, programs for children/schools, and the community. Emphasis is placed on establishing and maintaining positive collaborative relationships with families and community resources. Upon completion, students should be able to demonstrate strategies for effectively working with diverse families and identifying and utilizing community resources.

EDU 144

Child Development I

303

Prerequisites: None
Corequisites: None

This course covers the theories of child development and the developmental sequences of children from conception through the preschool years for early childhood educators. Emphasis is placed on sequences in physical/motor, social, emotional, cognitive, and language development and appropriate experiences for the young child. Upon completion, students should be able to identify developmental milestones, plan experiences to enhance development, and describe appropriate interaction techniques and environments for typical/atypical development.

EDU 145

Child Development II

303

Prerequisites: None
Corequisites: None

This course covers theories of child development and developmental sequences of children from preschool through middle childhood for early childhood educators. Emphasis is placed on characteristics of physical/motor, social, emotional, and cognitive/language development and appropriate experiences for children. Upon completion, students should be able to identify developmental characteristics, plan experiences to enhance development, and describe appropriate interaction techniques and environments.

EDU 146	Child Guidance	3	0	3
Prerequisites:	None			
Corequisites:	None			

This course introduces practical principles and techniques for developmentally appropriate guidance. Emphasis is placed on encouraging self-esteem and cultural awareness, effective communication skills, and direct and indirect guidance techniques and strategies. Upon completion, students should be able to demonstrate strategies which encourage positive social interactions, promote conflict resolution, and develop self-control, self-motivation, and self-esteem in children.

EDU 151	Creative Activities	3	0	3
Prerequisites:	None			
Corequisites:	None			

This course covers creative learning environments, planning and implementing developmentally appropriate experiences, and developing appropriate teaching materials for the classroom. Emphasis is placed on creative activities for children in art, music, movement and physical skills, and dramatics. Upon completion, students should be able to select and evaluate developmentally appropriate learning materials and activities.

EDU 153	Health, Safety, and Nutrition	3	0	3
Prerequisites:	None			
Corequisites:	None			

This course focuses on promoting and maintaining the health and well-being of children. Topics include health and nutritional needs, safe and healthy environments, and recognition and reporting of child abuse and neglect. Upon completion, students should be able to set up and monitor safe indoor and outdoor environments and implement a nutrition education program.

EDU 157	Active Play	2	2	3
Prerequisites:	None			
Corequisites:	None			

This course introduces the use of indoor and outdoor physical activities to promote the physical, cognitive, and social/emotional development of children. Topics include the role of active play, development of play skills, playground design, selection of safe equipment, and materials and surfacing for active play. Upon completion, students should be able to discuss the stages of play, the role of teachers in play, and the design of appropriate active play areas and activities.

EDU 171	Instructional Media	1	2	2
Prerequisites:	None			
Corequisites:	None			

This courses covers the development and maintenance of effective teaching materials and the operation of selected pieces of equipment. Topics include available community resources, various types of instructional materials and bulletin boards, and audiovisual and computer use with children. Upon completion, students should be able to construct and identify resources for instructional materials and bulletin boards and use audiovisual and computer equipment.

EDU 185	Cognitive and Language Activities	3	0	3
Prerequisites:	None			
Corequisites:	None			

This course covers methods of developing cognitive and language/communication skills in children. Emphasis is placed on planning the basic components of language and cognitive processes in developing curriculum activities. Upon completion, students should be able to identify, plan, select materials and equipment, and implement and evaluate developmentally appropriate curriculum activities.

EDU 186 Reading and Writing Methods 3 0 3

Prerequisites: None

Corequisites: None

This course covers concepts, resources, and methods for teaching reading and writing to school-aged children. Topics include the importance of literacy, learning styles, skills assessment, various reading and writing approaches, and instructional strategies. Upon completion, students should be able to assess, plan, implement, and evaluate developmentally appropriate reading and writing experiences.

EDU 188 Issues in Early Childhood Education 2 0 2

Prerequisites: None

Corequisites: None

This course covers topics and issues in early childhood education. Emphasis is placed on current advocacy issues, emerging technology, professional growth experiences, and other related topics. Upon completion, students should be able to list, discuss, and explain current topics and issues in early childhood education.

EDU 191 Selected Topics in Early Childhood Associate 0-1 0-3 1

Prerequisites: Enrollment in the Early Childhood Associate program

Corequisites: None

This course provides an opportunity to explore areas of current interest in specific program or discipline areas. Emphasis is placed on subject matter appropriate to the program or discipline. Upon completion, students should be able to demonstrate an understanding of the specific area of study.

EDU 192 Selected Topics in Early Childhood Associate 0-2 0-6 2

Prerequisites: Enrollment in the Early Childhood Associate program

Corequisites: None

This course provides an opportunity to explore areas of current interest in specific program or discipline areas. Emphasis is placed on subject matter appropriate to the program or discipline. Upon completion, students should be able to demonstrate an understanding of the specific area of study.

EDU 221 Children With Special Needs 3 0 3

Prerequisites: EDU 144 and EDU 145 or PSY 244 and PSY 245

Corequisites: None

This course introduces working with children with special needs. Emphasis is placed on the characteristics and assessment of children and strategies for adapting the home and classroom environment. Upon completion, students should be able to recognize atypical development, make appropriate referrals, and work collaboratively to plan, implement, and evaluate inclusion strategies.

EDU 234 Infants, Toddlers, and Twos 3 0 3

Prerequisites: None

Corequisites: None

This course covers the skills needed to effectively implement group care for infants, toddlers, and two-year olds. Emphasis is placed on child development and developmentally appropriate practices. Upon completion, students should be able to identify, plan, select materials and equipment, and implement and evaluate a developmentally appropriate curriculum.

EDU 235 School-Aged Development and Programs 2 0 2

Prerequisites: None

Corequisites: None

This course presents developmentally appropriate practices in group care for school-aged children. Topics include principles of development, environmental planning, and positive guidance techniques.

Upon completion, students should be able to discuss developmental principles for children five to twelve years of age and plan and implement age-appropriate activities.

EDU 252 Math and Science Activities 3 0 3

Prerequisites: None

Corequisites: None

This course introduces discovery experiences in math and science. Topics include concepts, facts, phenomena, and skills in each area. Upon completion, students should be able to identify, plan, select materials and equipment, and implement and evaluate developmentally appropriate curriculum materials.

EDU 253 Music for Children 1 2 2

Prerequisites: None

Corequisites: None

This courses covers theory, methods, and integration of music into a total early childhood experience. Topics include music theory, musical instruments, song design, and performance on the keyboard and autoharp. Upon completion, students should be able to play and sing a song and integrate musical skills into the curriculum.

EDU 259 Curriculum Planning 3 0 3

Prerequisites: EDU 112, EDU 113, or EDU 119

Corequisites: None

This course covers early childhood curriculum planning. Topics include philosophy, curriculum, indoor and outdoor environmental design, scheduling, observation and assessment, and instructional planning and evaluation. Upon completion, students should be able to assess children and curriculum; plan for daily, weekly, and long-range instruction; and design environments with appropriate equipment and supplies.

EDU 261 Early Childhood Administration I 2 0 2

Prerequisites: None

Corequisites: None

This course covers the policies, procedures, and responsibilities for the management of early childhood education programs. Topics include implementation of goals, principles of supervision, budgeting and financial management, and meeting the standards for a North Carolina Child Day Care license. Upon completion, students should be able to develop program goals, explain licensing standards, determine budgeting needs, and describe effective methods of personnel supervision.

EDU 262 Early Childhood Administration II 3 0 3

Prerequisites: EDU 261

Corequisites: None

This course provides a foundation for budgetary, financial, and personnel management of the child care center. Topics include budgeting, financial management, marketing, hiring, supervision, and professional development of a child care center. Upon completion, students should be able to formulate marketing, financial management, and fund development plans and develop personnel policies, including supervision and staff development plans.

EDU 263 Developing School-Aged Program 2 0 2

Prerequisites: None

Corequisites: None

This course introduces the methods and procedures for operating a school-aged program in either the public or proprietary setting. Emphasis is placed on constructing and organizing the physical

environment as well as planning and developing a school-aged program. Upon completion, students should be able to plan and develop a quality school-aged program.

EDU 275 Effective Teaching Training 2 0 2

Prerequisites: None
Corequisites: None

This course provides specialized training using an experienced-based approach to learning. Topics include instructional preparation and presentation, student interaction, time management, learning expectations, evaluation, and curriculum principles and planning. Upon completion, students should be able to prepare and present a six-step lesson plan and demonstrate ways to improve students' time-on-task.

EDU 282 Early Childhood Literature 3 0 3

Prerequisites: None
Corequisites: None

This course covers the history, selection, and integration of literature and language in the early childhood curriculum. Topics include the history and selection of developmentally appropriate children's literature and the use of books and other media to enhance language and literacy in the classroom. Upon completion, students should be able to select appropriate books for storytelling, reading aloud, puppetry, flannel board use, and other techniques. This course includes an oral communication component.

EDU 285 Internship Experience—School Aged 1 0 1

Prerequisite: ENG 111
Corequisites: COE 121

This course provides an opportunity to discuss internship experiences with peers and faculty. Emphasis is placed on evaluating and integrating practicum experiences. Upon completion, students should be able to demonstrate competence in early childhood education.

ELECTRICITY

ELC 112 DC/AC Electricity 3 6 5

Prerequisites: None
Corequisites: None

This course introduces the fundamental concepts of and computations related to DC/AC electricity. Emphasis is placed on DC/AC circuits, components, operation of test equipment; and other related topics. Upon completion, students should be able to construct, verify, and analyze simple DC/AC circuits.

ELC 113 Basic Wiring I 2 6 4

Prerequisites: None
Corequisites: None

This course introduces the care/usage of tools and materials used in electrical installations and the requirements of the National Electrical Code. Topics include NEC, electrical safety, and electrical blueprint reading; planning, layout, and installation of electrical distribution equipment; lighting; overcurrent protection; conductors; branch circuits; and conduits. Upon completion, students should be able to properly install conduits, wiring, and electrical distribution equipment associated with basic electrical installations.

ELC 117	Motors and Controls	2	6	4
Prerequisites:	ELC 111, ELC 112, or ELC 131			
Corequisites:	None			

This course introduces the fundamental concepts of motors and motor controls. Topics include ladder diagrams, pilot devices, contactors, motor starters, motors, and other control devices. Upon completion, students should be able to properly select, connect, and troubleshoot motors and control circuits.

ELC 128	Introduction to PLC	2	3	3
Prerequisites:	None			
Corequisites:	None			

This course introduces the programmable logic controller (PLC) and its associated applications. Topics include ladder logic diagrams, input/output modules, power supplies, surge protection, selection/installation of controllers, and interfacing of controllers with equipment. Upon completion, students should be able to install PLCs and create simple programs.

ELC 131	DC/AC Circuit Analysis	4	3	5
Prerequisites:	None			
Corequisites:	MAT 121 or MAT 161			

This course introduces DC and AC electricity with an emphasis on circuit analysis, measurements, and operation of test equipment. Topics include DC and AC principles, circuit analysis laws and theorems, components, test equipment operation, circuit simulation software, and other related topics. Upon completion, students should be able to interpret circuit schematics; design, construct, verify, and analyze DC/AC circuits; and properly use test equipment.

ELC 228	PLC Applications	2	6	4
Prerequisites:	ELC 128			
Corequisites:	None			

This course continues the study of the programming and applications of programmable logic controllers. Emphasis is placed on advanced programming, networking, advanced I/O modules, reading and interpreting error codes, and troubleshooting. Upon completion, students should be able to program and troubleshoot programmable logic controllers.

ELC 229	Applications Project	1	3	2
Prerequisites:	ELC 112, ELC 113, or ELC 140			
Corequisites:	None			

This course provides an individual and/or integrated team approach to a practical project as approved by the instructor. Topics include project selection and planning, implementation and testing, and a final presentation. Upon completion, students should be able to plan and implement an applications-oriented project.

ELECTRONICS

ELN 131	Electronic Devices	3	3	4
Prerequisites:	None			
Corequisites:	ELC 112, ELC 131, or ELC 140			

This course includes semiconductor-based devices such as diodes, bipolar transistors, FETs, thermistors, and related components. Emphasis is placed on analysis, selection, biasing, and applications in power supplies, small signal amplifiers, and switching and control circuits. Upon completion, students should be able to construct, analyze, verify, and troubleshoot discrete component circuits using appropriate techniques and test equipment.

ELN 132

Linear IC Applications

334

Prerequisites: ELN 131 or BMT 113
Corequisites: None

This course introduces the characteristics and applications of linear integrated circuits. Topics include op-amp circuits, differential amplifiers, instrumentation amplifiers, waveform generators, active filters, PLLs, and IC voltage regulators. Upon completion, students should be able to construct, analyze, verify, and troubleshoot linear integrated circuits using appropriate techniques and test equipment.

ELN 133

Digital Electronics

334

Prerequisites: None
Corequisites: None

This course covers combinational and sequential logic circuits. Topics include number systems, Boolean algebra, logic families, MSI and LSI circuits, AC/DC converters, and other related topics. Upon completion, students should be able to construct, analyze, verify, and troubleshoot digital circuits using appropriate techniques and test equipment. This course includes an oral communication component.

ELN 152

Fabrication Techniques

132

Prerequisites: None
Corequisites: None

This course covers the fabrication methods required to create a prototype product from the initial circuit design. Topics include CAD, layout, sheet metal working, component selection, wire wrapping, PC board layout and construction, reverse engineering, soldering, and other related topics. Upon completion, students should be able to design and construct an electronic product with all its associated documentation.

ELN 232

Introduction to Microprocessors

334

Prerequisites: ELN 133
Corequisites: None

This course introduces microprocessor architecture and microcomputer systems including memory and input/output interfacing. Topics include assembly language programming, bus architecture, bus cycle types, I/O systems, memory systems, interrupts, and other related topics. Upon completion, students should be able to interpret, analyze, verify, and troubleshoot fundamental microprocessor circuits and programs using appropriate techniques and test equipment.

ELN 234

Communication Systems

334

Prerequisites: ELN 132 or ELN 140
Corequisites: None

This course introduces the fundamentals of electronic communication systems. Topics include the frequency spectrum, electrical noise, modulation techniques, characteristics of transmitters and receivers, and digital communications. Upon completion, students should be able to interpret analog and digital communication circuit diagrams, analyze transmitter and receiver circuits, and use appropriate communication test equipment.

ELN 235

Data Communication Systems

334

Prerequisites: ELN 133
Corequisites: None

This course covers data communication systems and the transmission of digital information from source to destination. Topics include data transmission systems, serial interfaces and modems, protocols, networks, and other related topics. Upon completion, students should be able to demonstrate knowledge of the concepts associated with data communication systems.

ELN 236	Fiber Optics and Lasers	3	2	4
Prerequisites:	ELN 234			
Corequisites:	None			

This course introduces the fundamentals of fiber optics and lasers. Topics include the transmission of light; characteristics of fiber optic and lasers and their systems; fiber optic production; types of lasers; and laser safety. Fiber optic cable termination methods and techniques are included as well as cable testing methods and equipment. Upon completion, students should be able to understand fiber optic communications and basic laser fundamentals.

ELN 237	Local Area Networks	2	3	3
Prerequisites:	CIS 110 or CIS 111			
Corequisites:	None			

This course introduces the fundamentals of local area networks and their operation in business and computer environments. Topics include the characteristics of network topologies, system hardware (repeaters, bridges, routers, gateways), system configuration, and installation and administration of the LAN. Upon completion, students should be able to install, maintain, and manage a local area network.

ELN 245	Computer Peripherals	3	6	5
Prerequisites:	None			
Corequisites:	None			

This course covers the assembly, upgrading, and repair of microcomputer peripherals. Topics include printers, monitors, and modems. Upon completion, students should be able to assemble, upgrade, maintain, troubleshoot, and repair microcomputer peripherals.

ELN 247	Electronic Applications Project	1	3	2
Prerequisites:	ELN 131 or ELN 140			
Corequisites:	None			

This course provides a structured approach to an application-oriented electronics project. Emphasis is placed on selecting, planning, implementing, testing, and presenting an application-oriented project. Upon completion, students should be able to present and demonstrate an electronics application-oriented project.

ELN 275	Troubleshooting	1	2	2
Prerequisites:	None			
Corequisites:	ELN 133 or ELN 141			

This course covers techniques of analyzing and repairing failures in electronic equipment. Topics include safety, signal tracing, use of service manuals, and specific troubleshooting methods for analog, digital, and other electronics-based circuits and systems. Upon completion, students should be able to logically diagnose and isolate faults and perform necessary repairs to meet manufacturers' specifications.

ENGLISH

Initial student placement in developmental courses is based on individual college placement testing policies and procedures. Students should begin developmental course work at the appropriate level indicated by that college’s placement test.

ENG 075
Prerequisites: None
Corequisites: None

Reading and Language Essentials

505

This course uses whole language to develop proficiency in basic reading and writing. Emphasis is placed on increasing vocabulary, developing comprehension skills, and improving grammar. Upon completion, students should be able to understand and create grammatically and syntactically correct sentences. *This course integrates ENG 070 and RED 070. This course does not satisfy the developmental reading and writing prerequisite for ENG 111 or ENG 111A.*

ENG 085
Prerequisites: ENG 070 and RED 070 or ENG 075
Corequisites: None

Reading and Writing Foundations

505

This course uses whole language to develop proficiency in reading and writing for college. Emphasis is placed on applying analytical and critical reading skills to a variety of texts and on introducing the writing process. Upon completion, students should be able to recognize and use various patterns of text organization and compose effective paragraphs. *This course integrates ENG 080 and RED 080. This course does not satisfy the developmental reading and writing prerequisites for ENG 111 or ENG 111A.*

ENG 095
Prerequisites: ENG 080 and RED 080 or ENG 085
Corequisites: None

Reading and Composition Strategies

505

This course uses whole language to strengthen proficiency in reading and writing for college. Emphasis is placed on applying critical reading skills to narrative and expository texts and on using the writing process. Upon completion, students should be able to comprehend, analyze, and evaluate college texts and to compose essays in preparation for college writing. *This course integrates ENG 090 and RED 090. This course satisfies the developmental reading and writing prerequisites for ENG 111 and ENG 111A.*

ENG 101
Prerequisites: None
Corequisites: None

Applied Communications I

303

This course is designed to enhance reading and writing skills for the workplace. Emphasis is placed on technical reading, job-related vocabulary, sentence writing, punctuation, and spelling. Upon completion, students should be able to identify main ideas with supporting details and produce mechanically correct short writings appropriate to the workplace. *This is a diploma-level course.*

ENG 111
Prerequisites: ENG 090 and RED 090 or ENG 095
Corequisites: None

Expository Writing

303

This course is the required first course in a series of two designed to develop the ability to produce clear expository prose. Emphasis is placed on the writing process including audience analysis, topic selection, thesis support and development, editing, and revision. Upon completion, students should be able to produce unified, coherent, well-developed essays using standard written English. This

course includes an oral communication component. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in English composition.*

ENG 113

Literature-Based Research

303

Prerequisites: ENG 111
Corequisites: None

This course, the second in a series of two, expands the concepts developed in ENG 111 by focusing on writing that involves literature-based research and documentation. Emphasis is placed on critical reading and thinking and the analysis and interpretation of prose, poetry, and drama: plot, characterization, theme, cultural context, etc. Upon completion, students should be able to construct mechanically sound, documented essays and research papers that analyze and respond to literary works. This course includes an oral communication component. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in English composition.*

ENG 114

Professional Research and Reporting

303

Prerequisites: ENG 111
Corequisites: None

This course, the second in a series of two, is designed to teach professional communication skills. Emphasis is placed on research, listening, critical reading and thinking, analysis, interpretation, and design used in oral and written presentations. Upon completion, students should be able to work individually and collaboratively to produce well designed business and professional written and oral presentations. This course includes an oral communication component. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in English composition.*

ENG 115

Oral Communication

303

Prerequisites: None
Corequisites: None

This course introduces the basic principles of oral communication in both small group and public settings. Emphasis is placed on the components of the communication process, group decision-making, and public address. Upon completion, students should be able to demonstrate the principles of effective oral communication in small group and public settings.

ENG 125

Creative Writing I

303

Prerequisites: ENG 111
Corequisites: None

This course is designed to provide students with the opportunity to practice the art of creative writing. Emphasis is placed on writing, fiction, poetry, and sketches. Upon completion, students should be able to craft and critique their own writing and critique the writing of others. *This course has been approved to satisfy the Comprehensive Articulation Agreement elective course requirement.*

ENG 132

Introduction to Drama

303

Prerequisites: ENG 111
Corequisites: ENG 112, ENG 113, or ENG 114

This course provides intensive study of drama as a literary form, based on close reading of representative texts. Emphasis is placed on the development and analysis of drama. Upon completion, students should be able to interpret, analyze, and discuss the distinguishing features of drama. *This course has been approved to satisfy the Comprehensive Articulation Agreement elective course requirement.*

ENG 134 Introduction to Poetry**3 0 3**

Prerequisites: ENG 111

Corequisites: ENG 112, ENG 113, or ENG 114

This course provides intensive study of the poem as a literary form, based on close reading of representative texts. Emphasis is placed on the development and analysis of poetry. Upon completion, students should be able to interpret, analyze, and discuss the distinguishing features of poetry. This course includes an oral communication component. *This course has been approved to satisfy the Comprehensive Articulation Agreement elective course requirement.*

ENG 231 American Literature I**3 0 3**

Prerequisites: ENG 112, ENG 113, or ENG 114

Corequisites: None

This course covers selected works in American literature from its beginnings to 1865. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to interpret, analyze, and respond to literary works in their historical and cultural contexts. This course includes an oral communication component. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

ENG 232 American Literature II**3 0 3**

Prerequisites: ENG 112, ENG 113, or ENG 114

Corequisites: None

This course covers selected works in American literature from 1865 to the present. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to interpret, analyze, and respond to literary works in their historical and cultural contexts. This course includes an oral communication component. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

ENG 241 British Literature I**3 0 3**

Prerequisites: ENG 112, ENG 113, or ENG 114

Corequisites: None

This course covers selected works in British literature from its beginnings to the Romantic Period. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to interpret, analyze, and respond to literary works in their historical and cultural contexts. This course includes an oral communication component. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

ENG 242 British Literature II**3 0 3**

Prerequisites: ENG 112, ENG 113, or ENG 114

Corequisites: None

This course covers selected works in British literature from the Romantic Period to the present. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to interpret, analyze, and respond to literary works in their historical and cultural contexts. This course includes an oral communication component. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

ENG 251	Western World Literature I	3	0	3
Prerequisites:	ENG 112, ENG 113, or ENG 114			
Corequisites:	None			

This course provides a survey of selected European works from the Classical period through the Renaissance. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to interpret, analyze, and respond to selected works. This course includes an oral communication component. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

ENG 252	Western World Literature II	3	0	3
Prerequisites:	ENG 112, ENG 113, or ENG 114			
Corequisites:	None			

This course provides a survey of selected European works from the Neoclassical period to the present. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to interpret, analyze, and respond to selected works. This course includes an oral communication component. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

ENG 253	The Bible as Literature	3	0	3
Prerequisites:	ENG 112, ENG 113, or ENG 114			
Corequisites:	None			

This course introduces the Hebrew Old Testament and the Christian New Testament as works of literary art. Emphasis is placed on the Bible’s literary aspects including history, composition, structure, and cultural contexts. Upon completion, students should be able to identify and analyze selected books and passages using appropriate literary conventions. This course includes an oral communication component. *This course has been approved to satisfy the Comprehensive Articulation Agreement elective course requirement.*

ENG 272	Southern Literature	3	0	3
Prerequisites:	ENG 112, ENG 113, or ENG 114			
Corequisites:	None			

This course provides an analytical study of the works of several Southern authors. Emphasis is placed on the historical and cultural contexts, themes, aesthetic features of individual works, and biographical backgrounds of the authors. Upon completion, students should be able to interpret, analyze, and discuss selected works. This course includes an oral communication component. *This course has been approved to satisfy the Comprehensive Articulation Agreement elective course requirement.*

FRENCH

FRE 111	Elementary French I	3	0	3
Prerequisites:	None			
Corequisites:	FRE 181			

This course introduces the fundamental elements of the French language within a cultural context. Emphasis is placed on the development of basic listening, speaking, reading, and writing skills. Upon completion, students should be able to comprehend and respond with grammatical accuracy to spoken and written French and demonstrate cultural awareness. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

FRE 112 Elementary French II**3 0 3**

Prerequisites: FRE 111

Corequisites: FRE 182

This course is a continuation of FRE 111 focusing on the fundamental elements of the French language within a cultural context. Emphasis is placed on the progressive development of listening, speaking, reading, and writing skills. Upon completion, students should be able to comprehend and respond with increasing proficiency to spoken and written French and demonstrate further cultural awareness. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

FRE 181 French Lab I**0 2 1**

Prerequisites: None

Corequisites: FRE 111

This course provides an opportunity to enhance acquisition of the fundamental elements of the French language. Emphasis is placed on the progressive development of basic listening, speaking, reading, and writing skills through the use of supplementary learning media and materials. Upon completion, students should be able to comprehend and respond with grammatical accuracy to spoken and written French and demonstrate cultural awareness. *This course has been approved to satisfy the Comprehensive Articulation Agreement elective course requirement.*

FRE 182 French Lab II**0 2 1**

Prerequisites: FRE 181

Corequisites: FRE 112

This course provides an opportunity to enhance acquisition of the fundamental elements of the French language. Emphasis is placed on the progressive development of basic listening, speaking, reading, and writing skills through the use of supplementary learning media and materials. Upon completion, students should be able to comprehend and respond with increasing proficiency to spoken and written French and demonstrate cultural awareness. *This course has been approved to satisfy the Comprehensive Articulation Agreement elective course requirement.*

FRE 211 Intermediate French I**3 0 3**

Prerequisites: FRE 112

Corequisites: None

This course provides a review and expansion of the essential skills of the French language. Emphasis is placed on the study of authentic and representative literary and cultural texts. Upon completion, students should be able to communicate effectively, accurately, and creatively about the past, present, and future. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

FRE 212 Intermediate French II**3 0 3**

Prerequisites: FRE 211

Corequisites: None

This course is a continuation of FRE 211. Emphasis is placed on the continuing study of authentic and representative literary and cultural texts. Upon completion, students should be able to communicate spontaneously and accurately with increasing complexity and sophistication. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

GEOGRAPHY

GEO 112 Cultural Geography 3 0 3

Prerequisites: None

Corequisites: None

This course is designed to explore the diversity of human cultures and to describe their shared characteristics. Emphasis is placed on the characteristics, distribution, and complexity of earth's cultural patterns. Upon completion, students should be able to demonstrate an understanding of the differences and similarities in human cultural groups. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.*

GERONTOLOGY

GRO 120 Gerontology 3 0 3

Prerequisites: PSY 150

Corequisites: None

This course covers the psychological, social, and physical aspects of aging. Emphasis is placed on the factors that promote mental and physical well being. Upon completion, students should be able to recognize the aging process and its psychological, social, and physical aspects.

GRO 240 Gerontology Care Managing 2 0 2

Prerequisites: GRO 120

Corequisites: None

This course covers community resources and discusses care management, including assessment, care planning, evaluation, issues of family, high risk, and self-care. Topics include funding, eligibility for community and health resources, care management protocols, care plan development, and identification of major resources and barriers to self-care. Upon completion, students will be able to develop a care plan for older adults at various levels of needs, including community and health resources.

HEALTH

HEA 110 Personal Health/Wellness 3 0 3

Prerequisites: None

Corequisites: None

This course provides an introduction to basic personal health and wellness. Emphasis is placed on current health issues such as nutrition, mental health, and fitness. Upon completion, students should be able to demonstrate an understanding of the factors necessary to the maintenance of health and wellness.

HISTORY

HIS 121 Western Civilization I 3 0 3

Prerequisites: None

Corequisites: None

This course introduces western civilization from prehistory to the early modern era. Topics include ancient Greece, Rome, and Christian institutions of the Middle Ages and the emergence of national monarchies in western Europe. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in early western civilization. This course includes

an oral communication component. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.*

HIS 122 Western Civilization II 3 0 3

Prerequisites: None

Corequisites: None

This course introduces western civilization from the early modern era to the present. Topics include the religious wars, the Industrial Revolution, World Wars I and II, and the Cold War. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in modern western civilization. This course includes an oral communication component. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.*

HIS 131 American History I 3 0 3

Prerequisites: None

Corequisites: None

This course is a survey of American history from prehistory through the Civil War era. Topics include the migrations to the Americas, the colonial and revolutionary periods, the development of the Republic, and the Civil War. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in early American history. This course includes an oral communication component. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.*

HIS 132 American History II 3 0 3

Prerequisites: None

Corequisites: None

This course is a survey of American history from the Civil War era to the present. Topics include industrialization, immigration, the Great Depression, the major American wars, the Cold War, and social conflict. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in American history since the Civil War. This course includes an oral communication component. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.*

HIS 221 African American History 3 0 3

Prerequisites: None

Corequisites: None

This course covers African American history from the Colonial period to the present. Topics include African origins, the slave trade, the Civil War, Reconstruction, the Jim Crow era, the civil rights movement, and contributions of African Americans. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in the history of African Americans. *This course has been approved to satisfy the Comprehensive Articulation Agreement elective course requirement.*

HIS 228 History of the South 3 0 3

Prerequisites: None

Corequisites: None

This course covers the origin and development of the South as a distinct region of the United States. Emphasis is placed on Southern identity and its basis in cultural, social, economic, and political developments during the nineteenth and twentieth centuries. Upon completion, students should be able to identify and analyze the major cultural, social, economic, and political developments in the

South. *This course has been approved to satisfy the Comprehensive Articulation Agreement elective course requirement.*

HIS 236	North Carolina History	3	0	3
Prerequisites:	None			
Corequisites:	None			

This course is a study of geographical, political, economic, and social conditions existing in North Carolina from America’s discovery to the present. Topics include native and immigrant backgrounds; colonial, antebellum, and Reconstruction periods; party politics; race relations; and the transition from an agrarian to an industrial economy. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in North Carolina. *This course has been approved to satisfy the Comprehensive Articulation Agreement elective course requirement.*

HUMAN SERVICES

HSE 110	Introduction to Human Services	2	2	3
Prerequisites:	None			
Corequisites:	None			

This course introduces the human services field, including the history, agencies, roles, and careers. Topics include personal/professional characteristics, diverse populations, community resources, disciplines in the field, systems, ethical standards, and major theoretical and treatment approaches. Upon completion, students should be able to identify the knowledge, skills, and roles of the human services worker. This course includes an oral communication component.

HSE 112	Group Process I	1	2	2
Prerequisites:	Enrollment in the Human Services program			
Corequisites:	None			

This course introduces interpersonal concepts and group dynamics. Emphasis is placed on self-awareness facilitated by experiential learning in small groups with analysis of personal experiences and the behavior of others. Upon completion, students should be able to show competence in identifying and explaining how people are influenced by their interactions in group settings. This course includes an oral communication component.

HSE 123	Interviewing Techniques	2	2	3
Prerequisites:	None			
Corequisites:	None			

This course covers the purpose, structure, focus, and techniques employed in effective interviewing. Emphasis is placed on observing, attending, listening, responding, recording, and summarizing of personal histories with instructor supervision. Upon completion, students should be able to perform the basic interviewing skills needed to function in the helping relationship. This course includes an oral communication component.

HSE 125	Counseling	2	2	3
Prerequisites:	PSY 150			
Corequisites:	None			

This course covers the major approaches to psychotherapy and counseling, including theory, characteristics, and techniques. Emphasis is placed on facilitation of self-exploration, problem solving, decision making, and personal growth. Upon completion, students should be able to understand various theories of counseling and demonstrate counseling techniques. This course includes an oral communication component.

HSE 210 Human Services Issues 2 0 2

Prerequisites: None
Corequisites: None

This course covers current issues and trends in the field of human services. Emphasis is placed on contemporary topics with relevance to special issues in a multifaceted field. Upon completion, students should be able to integrate the knowledge, skills, and experiences gained in classroom and clinical experiences with emerging trends in the field. This course includes an oral communication component.

HSE 220 Case Management 2 2 3

Prerequisites: HSE 110
Corequisites: None

This course covers the variety of tasks associated with professional case management. Topics include treatment planning, needs assessment, referral procedures, and follow-up and integration of services. Upon completion, students should be able to effectively manage the care of the whole person from initial contact through termination of services.

HSE 225 Crisis Intervention 3 0 3

Prerequisites: None
Corequisites: None

This course introduces the basic theories and principles of crisis intervention. Emphasis is placed on identifying and demonstrating appropriate and differential techniques for intervening in various crisis situations. Upon completion, students should be able to assess crisis situations and respond appropriately. This course includes an oral communication component.

HSE 227 Children and Adolescents in Crisis 3 0 3

Prerequisites: None
Corequisites: None

This course covers the crises affecting children and adolescents in contemporary society. Emphasis is placed on abuse and neglect, suicide and murder, dysfunctional family living, poverty, and violence. Upon completion, students should be able to identify and discuss intervention strategies and available services for the major contemporary crises affecting children and adolescents.

HUMANITIES

HUM 115 Critical Thinking 3 0 3

Prerequisites: ENG 101 or ENG 111
Corequisites: None

This course introduces the use of critical thinking skills in the context of human conflict. Emphasis is placed on evaluating information, problem solving, approaching cross-cultural perspectives, and resolving controversies and dilemmas. Upon completion, students should be able to demonstrate orally and in writing the use of critical thinking skills in the analysis of appropriate texts. This course includes an oral communication component. *This course may meet the SACS humanities requirement for AAS degree programs.*

HUM 120 Cultural Studies 3 0 3

Prerequisites: None
Corequisites: None

This course introduces the distinctive features of a particular culture. Topics include art, history, music, literature, politics, philosophy, and religion. Upon completion, students should be able to appreciate the unique character of the study culture. This course includes an oral communication

component. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

HUM 121 The Nature of America **3 0 3**

Prerequisites: None

Corequisites: None

This course provides an interdisciplinary survey of the American cultural, social, and political experience. Emphasis is placed on the multicultural character of American society, distinctive qualities of various regions, and the American political system. Upon completion, students should be able to analyze significant cultural, social, and political aspects of American life. This course includes an oral communication component. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

HUM 122 Southern Culture **3 0 3**

Prerequisites: None

Corequisites: None

This course explores the major qualities that make the South a distinct region. Topics include music, politics, literature, art, religion, race relations, and the role of social class in historical and contemporary contexts. Upon completion, students should be able to identify the characteristics that distinguish Southern culture. This course includes an oral communication component. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

HUM 150 American Women's Studies **3 0 3**

Prerequisites: None

Corequisites: None

This course provides an interdisciplinary study of the history, literature, and social roles of American women from Colonial times to the present. Emphasis is placed on women's roles as reflected in American language usage, education, law, the workplace, and mainstream culture. Upon completion, students should be able to identify and analyze the roles of women as reflected in various cultural forms. This course includes an oral communication component. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

HUM 160 Introduction to Film **2 2 3**

Prerequisites: None

Corequisites: None

This course introduces the fundamental elements of film artistry and production. Topics include film styles, history, and production techniques, as well as the social values reflected in film art. Upon completion, students should be able to critically analyze the elements covered in relation to selected films. This course includes an oral communication component. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

HUM 211 Humanities I **3 0 3**

Prerequisites: ENG 111

Corequisites: None

This course introduces the humanities as a record in literature, music, art, history, religion, and philosophy of humankind's answers to the fundamental questions of existence. Emphasis is placed on the interconnectedness of various aspects of cultures from ancient through early modern times. Upon completion, students should be able to identify significant figures and cultural contributions of the periods studied. This course includes an oral communication component. *This course has been*

approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.

HUM 212 Humanities II 3 0 3
Prerequisites: ENG 111
Corequisites: None

This course introduces the humanities as a record in literature, music, art, history, religion, and philosophy of humankind’s answers to the fundamental questions of existence. Emphasis is placed on the interconnectedness of various aspects of cultures from early modern times to the present. Upon completion, students should be able to identify significant figures and cultural contributions of the periods studied. This course includes an oral communication component. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

HUM 220 Human Values and Meaning 3 0 3
Prerequisites: ENG 111
Corequisites: None

This course presents some major dimensions of human experience as reflected in art, music, literature, philosophy, and history. Topics include the search for identity, the quest for knowledge, the need for love, the individual and society, and the meaning of life. Upon completion, students should be able to recognize interdisciplinary connections and distinguish between open and closed questions and between narrative and scientific models of understanding. This course includes an oral communication component. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

HUM 230 Leadership Development 3 0 3
Prerequisites: ENG 111
Corequisites: None

This course explores the theories and techniques of leadership and group process. Emphasis is placed on leadership styles, theories of group dynamics, and the moral and ethical responsibilities of leadership. Upon completion, students should be able to identify and analyze a personal philosophy and style of leadership and integrate these concepts in various practical situations. This course includes an oral communication component.

HYDRAULICS

HYD 110 Hydraulics/Pneumatics I 2 3 3
Prerequisites: None
Corequisites: None

This course introduces the basic components and functions of hydraulic and pneumatic systems. Topics include standard symbols, pumps, control valves, control assemblies, actuators, FRL, maintenance procedures, and switching and control devices. Upon completion, students should be able to understand the operation of a fluid power system, including design, application, and troubleshooting.

ISC 170

Problem-Solving Skills

303

Prerequisites: None
Corequisites: None

This course covers basic concepts of interpersonal and problem-solving skills. Topics include leadership and development, constructive feedback, building relationships, and winning support from others. Upon completion, students should be able to use interpersonal skills effectively and lead others.

ISC 233

Industrial Organization and Management

303

Prerequisites: ISC 133 or ISC 128
Corequisites: None

This course covers advanced organization and management philosophies for organization improvement. Emphasis is placed on understanding comprehensive organization improvement concepts such as reengineering, MBQA, ISO 9000, and teams. Upon completion, students should be able to demonstrate an understanding of organizations and access their strengths and weaknesses.

ISC 237

Quality Management

233

Prerequisites: None
Corequisites: None

This course covers the process by which successful manufacturing organizations achieve customer satisfaction in all processes in the organization. Topics include quality models and approaches, such as MBNQA, ISO 9000, benchmarking, Deming’s 14 Points, and the incorporation of SPC improvement techniques. Upon completion, students should be able to integrate SPC techniques with successful management practices for a comprehensive understanding of continuous quality improvement.

INTERNET TECHNOLOGIES

ITN 110

Introduction to Web Graphics

223

Prerequisites: None
Corequisites: None

This course is the first of two courses covering the creation of web graphics, addressing problems peculiar to WWW display using appropriate software. Topics include web graphics file types, type conversion, RGB color, the browser-safe palette, elementary special effects, image maps, and other related topics. Upon completion, students should be able to create graphics such as banners, buttons, backgrounds, and other graphics for Web pages.

ITN 130

Web Site Management

223

Prerequisites: None
Corequisites: None

This course covers the issues involved in web site architecture. Topics include operating system directory structures, web site structural design, web site navigation, web site maintenance, backup, and security. Upon completion, students should be able to design a web site directory plan optimized for navigation and ease of maintenance.

ITN 140

Web Development Tools

223

Prerequisites: None
Corequisites: None

This course provides an introduction to web development software suites. Topics include the creation of web sites and applets using web development software. Upon completion, students should be able to create entire web sites and supporting applets.

ITN 150 Internet Protocols 2 2 3

Prerequisites: None

Corequisites: None

This course introduces the student to the application protocols used on the Internet. Topics include HTTP, Secure HTTP, TCP/IP, and related applications such as FTP, TELNET, and PING. Upon completion, students should be able to use the protocols as they pertain to the Internet, as well as setup and maintain these protocols.

ITN 170 Introduction to Internet Databases 2 2 3

Prerequisites: None

Corequisites: None

This is the first of two courses introducing the use of databases to store, retrieve, and query data through HTML forms. Topics include database design for Internet databases and use of ODBC-compliant databases. Upon completion, students should be able to create and maintain a database that will collect, query, and report on data via an HTML form.

ITN 180 Active Server Programming 2 2 3

Prerequisites: None

Corequisites: None

This course introduces Active Server programming. Topics include Jscript, VBScript, HTML forms processing, and the Active Server Object Model. Upon completion, students should be able to create and maintain Active Server applications.

ITN 240 Internet Security 2 2 3

Prerequisites: None

Corequisites: None

This course covers security issues related to Internet services. Topics include the operating system and Internet service security mechanisms. Upon completion, students should be able to implement security procedures for operating system level and server level alerts.

ITN 250 Implementing Internet Services 2 2 3

Prerequisites: None

Corequisites: None

This course covers the setup and configuration of news, mail, ftp, and WWW services. Topics include selection and installation of software to support common Internet services and related topics. Upon completion, students should be able to install and configure the most commonly used Internet service software.

ITN 260 Introduction to E-Commerce 2 2 3

Prerequisites: None

Corequisites: None

This course introduces the concepts and tools to implement electronic commerce via the Internet. Topics include application and server software selection, securing transactions, use and verification of credit cards, publishing of catalogs, and site administration. Upon completion, students should be able to setup a working e-commerce Internet web site.

ITN 285 Emerging Technologies 2 2 3

Prerequisites: None

Corequisites: None

This course will expose students to emerging technologies in the field of Internet technologies. Emphasis is placed on the new technologies in the Internet related field. Upon completion, students should be aware of the emerging technologies of Internet technologies.

JOURNALISM

JOU 110	Introduction to Journalism	3	0	3
Prerequisites:	None			
Corequisites:	None			

This course presents a study of journalistic news, feature, and sports writing. Emphasis is placed on basic news writing techniques and on related legal and ethical issues. Upon completion, students should be able to gather, write, and edit news, feature, and sports articles.

MATHEMATICS

Initial student placement in developmental courses is based on individual college placement testing policies and procedures. Students should begin developmental course work at the appropriate level indicated by that college's placement test.

MAT 050	Basic Math Skills	3	2	4
Prerequisites:	None			
Corequisites:	None			

This course is designed to strengthen basic math skills. Topics include properties, rounding, estimating, comparing, converting, and computing whole numbers, fractions, and decimals. Upon completion, students should be able to perform basic computations and solve relevant mathematical problems. Additional topics include percents, algebraic terminology, and basic algebraic concepts.

MAT 060	Essential Mathematics	3	2	4
Prerequisites:	MAT 050 with a minimum grade of C			
Corequisites:	None			

This course is a comprehensive study of mathematical skills which should provide a strong mathematical foundation to pursue further study. Topics include principles and applications of decimals, fractions, percents, ratio and proportion, order of operations, geometry, measurement, and elements of algebra and statistics. Upon completion, students should be able to perform basic computations and solve relevant, multistep mathematical problems using technology where appropriate.

MAT 070	Introductory Algebra	3	2	4
Prerequisites:	MAT 060 with a minimum grade of C			
Corequisites:	RED 080 or ENG 085			

This course establishes a foundation in algebraic concepts and problem solving. Topics include signed numbers, exponents, order of operations, simplifying expressions, solving linear equations and inequalities, graphing, formulas, polynomials, factoring, and elements of geometry. Upon completion, students should be able to apply the above concepts in problem solving using appropriate technology.

MAT 080	Intermediate Algebra	3	2	4
Prerequisites:	MAT 070 with a minimum grade of C			
Corequisites:	RED 080 or ENG 085			

This course continues the study of algebraic concepts with emphasis on applications. Topics include factoring; rational expressions; rational exponents; rational, radical, and quadratic equations; systems of equations; inequalities; graphing; functions; variations; complex numbers; and elements of geometry. Upon completion, students should be able to apply the above concepts in problem solving using appropriate technology.

MAT 090

Accelerated Algebra

324

Prerequisites: MAT 060 with a minimum grade of C
Corequisites: RED 080 or ENG 085

This course covers algebraic concepts with emphasis on applications. Topics include those covered in MAT 070 and MAT 080. Upon completion, students should be able to apply algebraic concepts in problem solving using appropriate technology.

MAT 101

Applied Mathematics I

223

Prerequisites: MAT 060 with a minimum grade of C
Corequisites: None

This course is a comprehensive review of arithmetic with basic algebra designed to meet the needs of certificate and diploma programs. Topics include arithmetic and geometric skills used in measurement, ratio and proportion, exponents and roots, applications of percent, linear equations, formulas, and statistics. Upon completion, students should be able to solve practical problems in their specific areas of study. *This course is intended for certificate and diploma programs.*

MAT 110

Mathematical Measurement

223

Prerequisites: MAT 070 with a minimum grade of C
Corequisites: None

This course provides an activity-based approach to utilizing, interpreting, and communicating data in a variety of measurement systems. Topics include accuracy, precision, conversion, and estimation within metric, apothecary, and avoirdupois systems; ratio and proportion; measures of central tendency and dispersion; and charting of data. Upon completion, students should be able to apply proper techniques to gathering, recording, manipulating, analyzing, and communicating data.

MAT 115

Mathematical Models

223

Prerequisites: MAT 070 with a minimum grade of C
Corequisites: None

This course develops the ability to utilize mathematical skills and technology to solve problems at a level found in nonmathematics-intensive programs. Topics include applications to percent, ratio and proportion, formulas, statistics, functional notation, linear functions and their groups, probability, sampling techniques, scatter plots, and modeling. Upon completion, students should be able to solve practical problems, reason and communicate with mathematics, and work confidently, collaboratively, and independently.

MAT 121

Algebra and Trigonometry

223

Prerequisites: MAT 070 with a minimum grade of C
Corequisites: None

This course provides an integrated approach to technology and the skills required to manipulate, display, and interpret mathematical functions and formulas used in problem solving. Topics include simplification, evaluation, and solving of algebraic and radical functions; complex numbers; right triangle trigonometry; systems of equations; and the use of technology. Upon completion, students should be able to demonstrate an understanding of the use of mathematics and technology to solve problems and analyze and communicate results.

MAT 122

Algebra and Trigonometry II

223

Prerequisites: MAT 121 with a minimum grade of C
Corequisites: None

This course extends the concepts covered in MAT 121 to include additional topics in algebra, function analysis, and trigonometry. Topics include exponential and logarithmic functions, translation and scaling of functions, Sine Law, Cosine Law, vectors, and statistics. Upon completion, students should

be able to demonstrate an understanding of the use of technology to solve problems and to analyze and communicate results.

MAT 140 Survey of Mathematics 3 0 3

Prerequisites: MAT 070 with a minimum grade of C

Corequisites: None

This course provides an introduction in a nontechnical setting to selected topics in mathematics. Topics include, but are not limited to, sets, logic, probability, statistics, matrices, mathematical systems, geometry, topology, mathematics of finance, and modeling. Upon completion, students should be able to understand a variety of mathematical applications, think logically, and be able to work collaboratively and independently. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.*

MAT 151 Statistics I 3 0 3

Prerequisites: MAT 080 or MAT 090 with a minimum grade of C

Corequisites: None

This course provides a project-based approach to the study of basic probability, descriptive and inferential statistics, and decision making. Emphasis is placed on measures of central tendency and dispersion, correlation, regression, discrete and continuous probability distributions, quality control, population parameter estimation, and hypothesis testing. Upon completion, students should be able to describe important characteristics of a set of data and draw inferences about a population from sample data. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.*

MAT 171 Precalculus Algebra 3 0 3

Prerequisites: MAT 080 or MAT 090 with a minimum grade of C

Corequisites: None

This is the first of two courses designed to emphasize topics that are fundamental to the study of calculus. Emphasis is placed on equations and inequalities, functions (linear, polynomial, rational), systems of equations and inequalities, and parametric equations. Upon completion, students should be able to solve practical problems and use appropriate models for analysis and predictions. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.*

MAT 172 Precalculus Trigonometry 3 0 3

Prerequisites: MAT 171

Corequisites: None

This is the second of two courses designed to emphasize topics that are fundamental to the study of calculus. Emphasis is placed on properties and applications of transcendental functions and their graphs, right and oblique triangle trigonometry, conic sections, vectors, and polar coordinates. Upon completion, students should be able to solve practical problems and use appropriate models for analysis and predictions. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.*

MAT 175 Precalculus 4 0 4

Prerequisites: MAT 090 with a minimum grade of C

Corequisites: None

This course provides an intense study of the topics which are fundamental to the study of calculus. Emphasis is placed on functions and their graphs with special attention to polynomial, rational, exponential, logarithmic and trigonometric functions, and analytic trigonometry. Upon completion, students should be able to solve practical problems and use appropriate models for analysis and

prediction. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.*

MAT 263 Brief Calculus 3 0 3

Prerequisites: MAT 161 or MAT 171
Corequisites: None

This course introduces concepts of differentiation and integration and their applications to solving problems; the course is designed for students needing one semester of calculus. Topics include functions, graphing, differentiation, and integration with emphasis on applications drawn from business, economics, and biological and behavioral sciences. Upon completion, students should be able to demonstrate an understanding of the use of basic calculus and technology to solve problems and to analyze and communicate results. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.*

MAT 271 Calculus I 3 2 4

Prerequisites: MAT 172 or MAT 175
Corequisites: None

This course covers in depth the differential calculus portion of a three-course calculus sequence. Topics include limits, continuity, derivatives, and integrals of algebraic and transcendental functions of one variable with applications. Upon completion, students should be able to apply differentiation and integration techniques to algebraic and transcendental functions. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.*

MAT 272 Calculus II 3 2 4

Prerequisites: MAT 271
Corequisites: None

This course covers provides a rigorous treatment of integration and is the second calculus course in a three-course sequence. Topics include applications of definite integrals, techniques of integration, indeterminate forms, improper integrals, infinite series, conic sections, parametric equations, polar coordinates, and differential equations. Upon completion, students should be able to use integration and approximation techniques to solve application problems. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.*

MAT 273 Calculus III 3 2 4

Prerequisites: MAT 272
Corequisites: None

This course covers the calculus of several variables and is the third calculus course in a three-course sequence. Topics include functions of several variables, partial derivatives, multiple integrals, solid analytical geometry, vector-valued functions, and line and surface integrals. Upon completion, students should be able to solve problems involving vectors and functions of several variables. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.*

MECHANICAL

MEC 111	Machine Processes I	2	3	3
Prerequisites:	None			
Corequisites:	None			

This course introduces safety, hand tools, machine processes, measuring instruments, and the operation of machine shop equipment. Topics include safety, measuring tools, and the basic setup and operation of lathes, milling machines, drill presses, and saws. Upon completion, students should be able to manufacture a simple part to a specified tolerance.

MEC 145	Manufacturing Materials I	2	3	3
Prerequisites:	None			
Corequisites:	None			

This course introduces a variety of manufacturing materials and common processing techniques. Emphasis is placed on the processing, testing, and application of materials such as wood, metals, plastics, ceramics, and composites. Upon completion, students should be able to demonstrate an understanding of fundamental engineering applications for a variety of materials, including their process capabilities and limitations.

MEDICAL ASSISTING

MED 110	Orientation to Medical Assisting	1	0	1
Prerequisites:	Enrollment in the Medical Assisting AAS or Diploma program			
Corequisites:	None			

This course covers the history of medicine and the role of the medical assistant in the health care setting. Emphasis is placed on professionalism, communication, attitude, behaviors, and duties in the medical environment. Upon completion, students should be able to project a positive attitude and promote the profession of medical assisting.

MED 118	Medical Law and Ethics	2	0	2
Prerequisites:	Enrollment in the Medical Assisting AAS or Diploma program			
Corequisites:	None			

This course covers legal relationships of physicians and patients, contractual agreements, professional liability, malpractice, medical practice acts, informed consent, and bioethical issues. Emphasis is placed on legal terms, professional attitudes, and the principles and basic concepts of ethics and laws involved in providing medical services. Upon completion, students should be able to meet the legal and ethical responsibilities of a multiskilled health professional.

MED 121	Medical Terminology I	3	0	3
Prerequisites:	None			
Corequisites:	None			

This course introduces prefixes, suffixes, and word roots used in the language of medicine. Topics include medical vocabulary and the terms that relate to the anatomy, physiology, pathological conditions, and treatment of selected systems. Upon completion, students should be able to pronounce, spell, and define medical terms as related to selected body systems and their pathological disorders.

MED 122	Medical Terminology II	3	0	3
Prerequisites:	MED 121			
Corequisites:	None			

This course is the second in a series of medical terminology courses. Topics include medical vocabulary and the terms that relate to the anatomy, physiology, pathological conditions, and treatment of selected

systems. Upon completion, students should be able to pronounce, spell, and define medical terms as related to selected body systems and their pathological disorders.

MED 130 Administrative Office Procedures I 1 2 2

Prerequisites: Enrollment in the Medical Assisting AAS, Diploma, or Certificate program or the Career Start program

Corequisites: None

This course introduces medical office administrative procedures. Topics include appointment processing, written and oral communications, medical records, patient orientation, and safety. Upon completion, students should be able to perform basic administrative skills within the medical environment.

MED 131 Administrative Office Procedures II 1 2 2

Prerequisites: MED 130

Corequisites: None

This course provides medical office procedures in both economic and management skills. Topics include physical plant maintenance, equipment and supplies, liability coverage, medical economics, and introductory insurance procedures. Upon completion, students should be able to manage the economics of the medical office and supervise personnel.

MED 134 Medical Transcription 2 2 3

Prerequisites: MED 121 and CIS 110

Corequisites: None

This course provides the basic knowledge, understanding, and skills required to complete medical reports and transcribe medical dictation. Emphasis is placed on correct punctuation, capitalization, and spelling. Upon completion, students should be able to demonstrate competence in medical transcription.

MED 140 Exam Room Procedures I 3 4 5

Prerequisites: Enrollment in the Medical Assisting AAS or Diploma program

Corequisites: None

This course provides instruction in clinical examining room procedures. Topics include asepsis, infection control, assisting with exams and treatment, patient education, preparation and administration of medications, EKG, vital signs, and medical emergencies. Upon completion, students should be able to demonstrate competence in exam room procedures.

MED 150 Laboratory Procedures I 3 4 5

Prerequisites: Enrollment in the Medical Assisting AAS or Diploma program

Corequisites: None

This course provides instruction in basic lab techniques used by the medical assistant. Topics include lab safety, quality control, collecting and processing specimens, performing selective tests, phlebotomy, screening and follow-up of test results, and OSHA/CLIA regulations. Upon completion, students should be able to perform basic lab tests/skills based on course topics.

MED 232 Medical Insurance Coding 1 3 2

Prerequisites: MED 121, MED 122, and CIS 110

Corequisites: None

This course is designed to develop coding skills introduced in MED 131. Emphasis is placed on advanced diagnostic and procedural coding in the outpatient facility. Upon completion, students should be able to demonstrate proficiency in coding for reimbursement.

MED 260	MED Clinical Externship	0	15	5
Prerequisites:	Enrollment in the Medical Assisting AAS or Diploma program			
Corequisites:	None			

This course provides the opportunity to apply clinical, laboratory, and administrative skills in a medical facility. Emphasis is placed on enhancing competence in clinical and administrative skills necessary for comprehensive patient care and strengthening professional communications and interactions. Upon completion, students should be able to function as an entry-level health care professional.

MED 262	Clinical Perspectives	1	0	1
Prerequisites:	Enrollment in the Medical Assisting AAS or Diploma program			
Corequisites:	None			

This course is designed to explore personal and occupational responsibilities of the practicing medical assistant. Emphasis is placed on problems encountered during externships and development of problem-solving skills. Upon completion, students should be able to demonstrate courteous and diplomatic behavior when solving problems in the medical facility.

MED 264	Medical Assisting Overview	2	0	2
Prerequisites:	Enrollment in the Medical Assisting AAS program			
Corequisites:	None			

This course provides an overview of the complete medical assisting curriculum. Emphasis is placed on all facets of medical assisting pertinent to administrative, laboratory, and clinical procedures performed in the medical environment. Upon completion, students should be able to demonstrate competence in the areas covered on the national certification examination for medical assistants.

MED 270	Symptomatology	2	2	3
Prerequisites:	Enrollment in the Medical Assisting AAS program			
Corequisites:	None			

This course covers the study of disease symptoms and the appropriate actions taken by medical assistants in a medical facility in relation to these symptoms. Emphasis is placed on interviewing skills and appropriate triage, preparing patients for procedures, and screening test results. Upon completion, students should be able to recognize how certain symptoms relate to specific diseases, recognize emergency situations, and take appropriate actions.

MED 272	Drug Therapy	3	0	3
Prerequisites:	Enrollment in the Medical Assisting AAS program and MED 140			
Corequisites:	None			

This course focuses on major drug groups, including their side effects, interactions, methods of administration, and proper documentation. Emphasis is placed on the theory of drug administration. Upon completion, students should be able to identify, spell, recognize side effects of, and document the most commonly used medications in a physician's office.

MARKETING AND RETAILING

MKT 120	Principles of Marketing	3	0	3
Prerequisites:	None			
Corequisites:	None			

This course introduces principles and problems of marketing goods and services. Topics include promotion, placement, and pricing strategies for products. Upon completion, students should be able to apply marketing principles in organizational decision making.

MKT 121	Retailing	3	0	3
Prerequisites:	None			
Corequisites:	None			

This course examines the role of retailing in the economy. Topics include the development of present retail structure, functions performed, effective operations, and managerial problems resulting from current economic and social trends. Upon completion, students should be able to demonstrate an understanding of the basic principles of retailing.

MKT 221	Consumer Behavior	3	0	3
Prerequisites:	None			
Corequisites:	None			

This course is designed to describe consumer behavior as applied to the exchange processes involved in acquiring, consuming, and disposing of goods and services. Topics include an analysis of basic and environmental determinants of consumer behavior with emphasis on the decision-making process. Upon completion, students should be able to analyze concepts related to the study of the individual consumer.

MKT 223	Customer Service	3	0	3
Prerequisites:	None			
Corequisites:	None			

This course stresses the importance of customer relations in the business world. Emphasis is placed on learning how to respond to complex customer requirements and to efficiently handle stressful situations. Upon completion, students should be able to demonstrate the ability to handle customer relations.

MKT 228	Service Marketing	3	0	3
Prerequisites:	None			
Corequisites:	None			

This course is designed to define service marketing, demonstrate its importance, and note its special characteristics. Topics include basic building blocks of service marketing, distinctive aspects of services, and applications of service marketing mix. Upon completion, students should be able to demonstrate a basic understanding of the marketing mix as it applies to the service industry.

MKT 230	Public Relations	3	0	3
Prerequisites:	None			
Corequisites:	None			

This course introduces public relations as it affects communications, strategic planning, and management of the organization. Topics include basic principles and functions of management that guide public relations activities as applied to businesses, services, institutions, and associations. Upon completion, students should be able to perform the communications, evaluation, planning, and research activities of the public relations professional.

MAINTENANCE

MNT 110	Introduction to Maintenance Procedures	1	3	2
Prerequisites:	None			
Corequisites:	None			

This course covers basic maintenance fundamentals for power transmission equipment. Topics include equipment inspection, lubrication, alignment, and other scheduled maintenance procedures. Upon completion, students should be able to demonstrate knowledge of accepted maintenance procedures and practices according to current industry standards.

MUSIC

MUS 110

Music Appreciation

303

Prerequisites: None
Corequisites: None

This course is a basic survey of the music of the Western world. Emphasis is placed on the elements of music, terminology, composers, form, and style within a historical perspective. Upon completion, students should be able to demonstrate skills in basic listening and understanding of the art of music. This course includes an oral communication component. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

MUS 113

American Music

303

Prerequisites: None
Corequisites: None

This course introduces various musical styles, influences, and composers of the United States from pre-Colonial time to the present. Emphasis is placed on the broad variety of music particular to American culture. Upon completion, students should be able to demonstrate skills in basic listening and understanding of American music. *This course has been approved to satisfy the comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

NETWORKING TECHNOLOGY

NET 110

Data Communication/Networking

223

Prerequisites: None
Corequisites: None

This course introduces data communication and networking. Topics include telecommunication standards, protocols, equipment, network topologies, communication software, LANs, WANs, the Internet, and network operating systems. Upon completion, students should be able to demonstrate understanding of the fundamentals of telecommunication and networking. This course includes an oral communication component.

NET 120

Network Installation/Administration I

223

Prerequisites: NET 110
Corequisites: None

This course covers the installation and administration of network hardware and system software. Topics include network topologies, various network operating systems, server and workstation installation and configuration, printer services, and connectivity options. Upon completion, students should be able to perform basic installation and administration of departmental networks.

NET 125

Routing and Switching I

143

Prerequisites: None
Corequisites: None

This course introduces the OSI model, network topologies, IP addressing, and subnet masks, simple routing techniques, and basic switching terminology. Topics include the basic functions of the seven layers of the OSI model, different classes of IP addressing and subnetting, and router login scripts. Upon completion, students should be able to list the key internetworking functions of the OSI Networking Layer and how they are performed in a variety of router types.

NET 126	Routing and Switching II	1	4	3
Prerequisites:	NET 125			
Corequisites:	None			

This course introduces router configurations, router protocols, switching methods, and hub terminology. Topics include the basic flow control methods, router startup commands, manipulation of router configuration files, IP and data link addressing. Upon completion, students should be able to prepare the initial router configuration files, as well as enable, verify, and configure IP addresses.

NET 225	Advanced Router and Switching I	1	4	3
Prerequisites:	NET 126			
Corequisites:	None			

This course introduces advanced router configurations, advanced LAN switching theory and design, VLANs, Novell IPX, and threaded case studies. Topics include router elements and operations, adding routing protocols to a configuration, monitoring IPX operations on the router, LAN segmentation, and advanced switching methods. Upon completion, students should be able to describe LAN and network segmentation with bridges, routers, and switches and describe a virtual LAN.

NET 226	Advanced Router and Switching II	1	4	3
Prerequisites:	NET 225			
Corequisites:	None			

This course introduces WAN theory and design, WAN technology, PPP, Frame Relay, ISDN, and additional case studies. Topics include network congestion problems, TCP/IP transport and network layer protocols, advanced routing and switching configuration, ISDN protocols, and PPP encapsulation operations on a router. Upon completion, students should be able to provide solutions for network routing problems, identify ISDN protocols, channels, and function groups, and describe the Spanning Tree protocol.

NET 260	Internet Development and Support	3	0	3
Prerequisites:	NET 110			
Corequisites:	None			

This course covers issues relating to the development and implementation of Internet related tools and services. Topics include Internet organization, site registration, e-mail servers, Web servers, Web page development, legal issues, firewalls, multimedia, TCP/IP, service providers, FTP, list servers, and gateways. Upon completion, students should be able to develop and support the Internet services needed within an organization.

NURSING

NUR 110	Nursing I	5	9	8
Prerequisites:	Admission to the Associate Degree Nursing program NAI listing with Division of Facility Services			
Corequisites:	ACA 111, BIO 165, MAT 110, and PSY 150			

This course introduces concepts basic to beginning nursing practice. Emphasis is placed on introducing the nurse's role as provider of care, manager of care, and member of the discipline of nursing. Upon completion, students should be able to demonstrate beginning competence in caring for individuals with common alterations in health. Nursing Assistant I skills are validated. This course includes an oral communication component.

NUR 120	Nursing II	5	9	8
Prerequisites:	NUR 110			
Corequisites:	BIO 166, ENG 111, and PSY 241			

This course provides an expanded knowledge base for delivering nursing care to individuals of various ages. Emphasis is placed on developing the nurse’s role as provider of care, manager of care, and member of the discipline of nursing. Upon completion, students should be able to participate in the delivery of nursing care for individuals with common alterations in health. This course includes an oral communication component.

NUR 130	Nursing III	4	9	7
Prerequisites:	NUR 120 and Nursing Transition Modules for LPNs entering the nursing program			
Corequisites:	None			

This course provides an expanded knowledge base for delivering nursing care to individuals of various ages. Emphasis is placed on expanding the nurse’s role as provider of care, manager of care, and member of the discipline of nursing. Upon completion, students should be able to deliver nursing care to individuals with common alterations in health. Emphasis is placed on nursing care of mother, infant, and families.

NUR 189	Nursing Transition	1	3	2
Prerequisites:	Admission to LPN track			
Corequisites:	None			

This course is designed to assist the liscensed practical nurse in transition to the role of the associate degree nurse. Topics include the role of the registered nurse, nursing process, homeostasis, and validation of selected nursing skills and physical assessment. Upon completion, students should be able to articulate into the ADN program at the level of the generic student.

NUR 210	Nursing IV	5	15	10
Prerequisites:	NUR 130			
Corequisites:	BIO 175 and ENG 114			

This course provides an expanded knowledge base for delivering nursing care to individuals of various ages. Emphasis is placed on using collaboration as a provider of care, manager of care, and member of the discipline of nursing. Upon completion, students should be able to modify nursing care for individuals with common alterations in health. Emphasis is placed on complex alterations in health and applying psychosocial theories to individuals/groups with mental health needs.

NUR 220	Nursing V	4	18	10
Prerequisites:	NUR 210			
Corequisites:	CIS 110 and humanities elective			

This course provides an expanded knowledge base for delivering nursing care to individuals of various ages. Emphasis is placed on the nurse’s role as an independent provider and manager of care for a group of individuals and member of a multidisciplinary team. Upon completion, students should be able to provide comprehensive nursing care to a group of individuals with common complex health alterations. Emphasis is placed on leadership and management skills in a variety of health care settings. This course includes an oral communication component.

OFFICE SYSTEMS TECHNOLOGY

OST 131 Keyboarding 1 2 2

Prerequisites: None
Corequisites: None

This course covers basic keyboarding skills. Emphasis is placed on the touch system, correct techniques, and development of speed and accuracy. Upon completion, students should be able to key at an acceptable speed and accuracy level using the touch system.

OST 134 Text Entry and Formatting 2 2 3

Prerequisites: OST 131 or Program Head approval
Corequisites: None

This course is designed to provide the skills needed to increase speed, improve accuracy, and format documents. Topics include letters, memos, tables, and business reports. Upon completion, students should be able to produce mailable documents and key timed writings at speeds commensurate with employability.

OST 136 Word Processing 1 2 2

Prerequisites: CIS 110 or Program Head approval
Corequisites: None

This course introduces word processing concepts and applications. Topics include preparation of a variety of documents and mastery of specialized software functions. Upon completion, students should be able to work effectively in a computerized word processing environment.

OCCUPATIONAL THERAPY ASSISTANT

OTA 110 Fundamentals of OT 2 3 3

Prerequisites: Enrollment in the Occupational Therapy Assistant program
Corequisites: BIO 165 or BIO 168

This course introduces occupational therapy theory, practice, philosophy, and principles. Emphasis is placed on providing a basic understanding of the profession as well as beginning to develop interaction and observation skills. Upon completion, students should be able to demonstrate basic understanding of OT practice options, uniform terminology, activity analysis, principles, process, philosophies, and frames of reference.

OTA 120 OT Media I 1 3 2

Prerequisites: Enrollment in the Occupational Therapy Assistant program
Corequisites: OTA 110

This course provides training in recognizing the therapeutic value of and using a wide variety of leisure, self-care, and work activities. Topics include crafts, games, personal care, and work activities, as well as teaching and learning methods and styles. Upon completion, students should be able to design, select, and complete/perform leisure, self-care, and work activities that would be therapeutic for designated client populations. This course includes an oral communication component.

OTA 130 Assessment Skills—Part A 2 0 2

Prerequisites: Enrollment in the Occupational Therapy Assistant program
Corequisites: OTA 110

This course is the study of the movement of the human body and of the relationship of movement to daily activities, disability, and occupational therapy treatment. Topics include body mechanics, kinesiology, and functional movement analysis. Upon completion, students should be able to identify specific anatomical structures, muscle actions, functional body movements, and observe and describe

limitations affecting posture, movement, and function. This course includes an oral communication component.

OTA 130

Assessment Skills—Part B

031

Prerequisites: Enrollment in the Occupational Therapy Assistant program
Corequisites: OTA 110

This course provides appropriate and accurate assessment and intervention skills related to sensory, movement, perceptual/cognitive, affective systems, and ADL skills. Topics include sensory, ROM, MMT, cognitive/perceptual, psychosocial, self-care, and work-related assessments; treatment approaches; and basics of group structure and dynamics. Upon completion, students should be able to administer various assessment tools and appropriate treatment approaches regarding sensation, movement, perception/cognition, affect self-care, and work-related skills. This course includes an oral communication component.

OTA 140

Professional Skills I

031

Prerequisites: Enrollment in the Occupational Therapy Assistant program
Corequisites: OTA 110

This course introduces the roles and responsibilities of COTAs/OTRs in OT practice and facilitates development of observation, documentation, and therapeutic use of self skills. Topics include Code of Ethics, roles/responsibilities, credentialing/licensing, documentation, therapeutic use of self and professional identity/behavior, supervisory relationships, time management, and observation skills. Upon completion, students should be able to demonstrate ethical behavior, discriminate between roles/responsibilities of COTAs/OTRs, and participate in acceptable supervision, documentation, and scheduling.

OTA 150

Life Span Skills I

233

Prerequisites: Enrollment in the Occupational Therapy Assistant program
Corequisites: PSY 241 and OTA 170

This course is designed to use knowledge gained from PSY 241 as it applies to OT practice from birth to adolescence. Topics include review of normal growth and development, identification/discussion of common disabilities/delays, assessment, treatment planning, and intervention approaches used with these populations. Upon completion, students should be able to identify/use assessments/screenings and interventions for infants through adolescents for selected disabilities/developmental delays in various settings. This course includes an oral communication component.

OTA 161

Fieldwork I—Placement 1

031

Prerequisites: OTA 120 and OTA 140
Corequisites: OTA 130

This course provides introductory-level clinical training opportunities. Emphasis is placed on observational and basic interactional skills in a setting with a culturally diverse client population. Upon completion, students should be able to use observational and interactional skills to relate effectively with clients under the guidance/direction of fieldwork supervisors.

OTA 162

Fieldwork I—Placement 2

031

Prerequisites: OTA 120 and OTA 140
Corequisites: OTA 130

This course provides introductory-level clinical training opportunities. Emphasis is placed on observational and basic interactional skills in a setting with a culturally diverse client population. Upon completion, students should be able to use observational and interactional skills to relate effectively with clients under the guidance/direction of fieldwork supervisors.

OTA 163	Fieldwork I—Placement 3	0	3	1
Prerequisites:	OTA 120 and OTA 140			
Corequisites:	OTA 130			

This course provides introductory-level clinical training opportunities. Emphasis is placed on observational and basic interactional skills in a setting with a culturally diverse client population. Upon completion, students should be able to use observational and interactional skills to relate effectively with clients under the guidance/direction of fieldwork supervisors.

OTA 170	Physical Dysfunction	2	3	3
Prerequisites:	None			
Corequisites:	OTA 130			

This course is designed to provide knowledge and skills needed for working with individuals experiencing varied medical/physical conditions within their socioeconomic and cultural environments. Topics include medical terminology, common diagnoses, structures/functions that change with disease processes, assessment/treatment priorities for specific problems/conditions, treatment planning, and intervention. Upon completion, students should be able to recognize common symptoms, prioritize problems, and provide for patient safety and infection control when planning and implementing treatment. This course includes an oral communication component.

OTA 180	Psychosocial Dysfunction	2	3	3
Prerequisites:	PSY 281			
Corequisites:	OTA 130			

This course uses theories/principles related to psychological/psychiatric health and illnesses and provides training in assessing/treating symptoms of dysfunction and therapeutic use of self and groups. Topics include psychiatric illnesses, symptoms of dysfunction, assessment and treatment of individuals, planning and facilitating therapeutic groups, client safety, and psychosocial aspects of practice. Upon completion, students should be able to effectively plan and conduct individual and group treatment for client conditions related to psychosocial dysfunction recognizing temporal/socioeconomic/cultural contexts. This course includes an oral communication component.

OTA 220	OT Media II	1	6	3
Prerequisites:	OTA 120 and OTA 130			
Corequisites:	None			

This course provides training in appropriate and accurate assessment and intervention skills related to orthotics, prosthetics, assistive devices, environmental controls, and ADA issues. Topics include ergonomics and hand function, splint selection/fabrication, changes that improve access for persons with disabilities, use of modalities in treatment, and computers in OT intervention. Upon completion, students should be able to demonstrate proficiency fabricating/monitoring orthotic devices, constructing/modifying assistive devices, using ADA guidelines, and using computers for therapeutic purposes.

OTA 240	Professional Skills II	0	3	1
Prerequisites:	OTA 140			
Corequisites:	None			

This course builds upon and expands skills developed in OTA 140 with emphasis on documentation, supervisory relationships, involvement in the profession, and clinical management skills. Topics include clarification of roles/responsibilities, detailed examination of the supervisory process, professional participation in organizations, and the mechanics of assisting in clinic operations. Upon completion, students should be able to work effectively with a supervisor, plan/implement a professional activity, and perform routine clinic management tasks. This course includes an oral communication component.

OTA 250 Life Span Skills II 2 3 3

Prerequisites: Enrollment in the Occupational Therapy Assistant program
Corequisites: PSY 241, OTA 170, and OTA 180

This course uses knowledge gained from PSY 241 as it applies to OT practice from young adulthood through old age. Emphasis is placed on identification/discussion of common disabilities/chronic diseases, assessments, planning and interventions used with these populations, and activity programming. Upon completion, students should be able to identify/use assessments, interventions, and activities for adults with selected disabilities/losses in various settings. This course includes an oral communication component.

OTA 260 Fieldwork II—Placement 1 0 18 6

Prerequisites: Successful completion of all required OTA curriculum courses except OTA 261 and OTA 280
Corequisites: This course must be completed within 18 months of the completion of all other OTA course work.

This course provides clinical experience under the direct supervision of experienced OTR or COTA personnel working in various practice settings. Emphasis is placed on final clinical preparation for entry-level practice in the profession. Upon completion, students should be able to meet all critical competencies established by the curriculum and AOTA guidelines for entry-level practice.

OTA 261 Fieldwork II—Placement 2 0 18 6

Prerequisites: Successful completion of all required OTA curriculum courses except OTA 260 and OTA 280
Corequisites: This course must be completed within 18 months of the completion of all other OTA course work.

This course provides clinical experience under the direct supervision of experienced OTR or COTA personnel working in various practice settings. Emphasis is placed on final clinical preparation for entry-level practice in the profession. Upon completion, students should be able to meet all critical competencies established by the curriculum and AOTA guidelines for entry-level practice.

OTA 280 Professional Transitions 0 2 1

Prerequisites: OTA 260 or OTA 261
Corequisites: Enrollment in either OTA 260 or OTA 261

This course provides closure to the educational program following Fieldwork II placements. Emphasis is placed on portfolio development and presentation, program evaluation, Fieldwork II experience analysis and synthesis, and final preparation for the certification examination. Upon completion, students should be able to enter the OT work force with supportive documentation demonstrating progress toward meeting critical competencies set forth by the curriculum. This course includes an oral communication component.

PHYSICAL EDUCATION

PED 111 Physical Fitness I 0 3 1

Prerequisites: None
Corequisites: None

This course provides an individualized approach to physical fitness utilizing the five major components. Emphasis is placed on the scientific basis for setting up and engaging in personalized physical fitness programs. Upon completion, students should be able to set up and implement an individualized physical fitness program. *This course has been approved to satisfy the Comprehensive Articulation Agreement elective course requirement.*

PED 113 Aerobics I 0 3 1

Prerequisites: None

Corequisites: None

This course introduces a program of cardiovascular fitness involving continuous, rhythmic exercise. Emphasis is placed on developing cardiovascular efficiency, strength, and flexibility and on safety precautions. Upon completion, students should be able to select and implement a rhythmic aerobic exercise program.

PED 117 Weight Training I 0 3 1

Prerequisites: None

Corequisites: None

This course introduces the basics of weight training. Emphasis is placed on developing muscular strength, muscular endurance, and muscle tone. Upon completion, students should be able to establish and implement a personal weight training program.

PED 120 Walking for Fitness 0 3 1

Prerequisites: None

Corequisites: None

This course introduces fitness through walking. Emphasis is placed on stretching, conditioning exercises, proper clothing, fluid needs, and injury prevention. Upon completion, students should be able to participate in a recreational walking program.

PED 147 Soccer 0 2 1

Prerequisites: None

Corequisites: None

This course introduces the basics of soccer. Emphasis is placed on rules, strategies, and fundamental skills. Upon completion, students should be able to participate in recreational soccer.

PED 181 Snow Skiing—Beginning 0 2 1

Prerequisites: None

Corequisites: None

This course introduces the fundamentals of snow skiing. Topics include basic techniques, safety, and equipment involved in snow skiing. Upon completion, students should be able to ski a down slope, enter and exit a ski lift, and perform basic maneuvers on skis.

PHILOSOPHY**PHI 210 History of Philosophy 3 0 3**

Prerequisites: ENG 111

Corequisites: None

This course introduces fundamental philosophical issues through an historical perspective. Emphasis is placed on such figures as Plato, Aristotle, Lao-Tzu, Confucius, Augustine, Aquinas, Descartes, Locke, Kant, Wollstonecraft, Nietzsche, and Sartre. Upon completion, students should be able to identify and distinguish among the key positions of the philosophers studied. This course includes an oral communication component. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

PHI 215 Philosophical Issues

3 0 3

Prerequisites: ENG 111

Corequisites: None

This course introduces fundamental issues in philosophy considering the views of classical and contemporary philosophers. Emphasis is placed on knowledge and belief, appearance and reality, determinism and free will, faith and reason, and justice and inequality. Upon completion, students should be able to identify, analyze, and critique the philosophical components of an issue. This course includes an oral communication component. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

PHI 230 Introduction to Logic

3 0 3

Prerequisites: ENG 111, MAT 070 or MAT 090, or placement

Corequisites: None

This course introduces basic concepts and techniques for distinguishing between good and bad reasoning. Emphasis is placed on deduction, induction, validity, soundness, syllogisms, truth functions, predicate logic, analogical inference, common fallacies, and scientific methods. Upon completion, students should be able to analyze arguments, distinguish between deductive and inductive arguments, test validity, and appraise inductive reasoning. *This course has been approved to satisfy the Comprehensive Articulation Agreement elective course requirement.*

PHI 240 Introduction to Ethics

3 0 3

Prerequisites: ENG 111

Corequisites: None

This course introduces theories about the nature and foundations of moral judgments and applications to contemporary moral issues. Emphasis is placed on utilitarianism, rule-based ethics, existentialism, relativism versus objectivism, and egoism. Upon completion, students should be able to apply various ethical theories to individual moral issues such as euthanasia, abortion, crime and punishment, and justice. This course includes a component on medical ethics and bioethics. This course includes an oral communication component. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

PHI 250 Philosophy of Science

3 0 3

Prerequisites: ENG 111 and MAT 161

Corequisites: None

This course introduces the concepts of empirical observations and laws and their role in scientific explanation, prediction, and theory formation. Topics include the relationship between the philosophy of science and inductive/deductive logic, analytic philosophy, logical empiricism, and explanatory paradigms. These topics will be studied in conjunction with the history and philosophy of religion as emphasis is placed upon the ongoing science-religion interface. Upon completion, students should be able to describe the development and role of scientific explanation, prediction, theory formation, and explanatory paradigms in the natural and social sciences. This course includes an oral communication component. *This course has been approved to satisfy the Comprehensive Articulation Agreement elective course requirement.*

PHYSICS

Initial student placement in developmental courses is based on individual college placement testing policies and procedures. Students should begin developmental course work at the appropriate level indicated by that college’s placement test.

PHY 090 Developmental Physics 3 2 4
Prerequisites: None
Corequisites: None

This course strengthens basic vocabulary and problem-solving skills in physics. Topics include an overview of the major divisions of physics, including mechanics, electricity, optics, and modern physics. Upon completion, students should be able to utilize fundamental physics principles and problem-solving skills necessary for success in college-level physics course.

PHY 131 Physics—Mechanics 3 2 4
Prerequisites: MAT 121 or MAT 161
Corequisites: None

This algebra/trigonometry-based course introduces fundamental physical concepts as applied to engineering technology fields. Topics include systems of units, problem-solving methods, graphical analysis, vectors, motion, forces, Newton’s laws of motion, work, energy, power, momentum, and properties of matter. Upon completion, students should be able to apply the principles studied to applications in engineering technology fields. Others topics such as electricity, thermodynamics, magnets, waves, and light may be included as they pertain to individual fields of study.

PHY 151 College Physics I 3 2 4
Prerequisites: MAT 161 or MAT 171
Corequisites: None

This course uses algebra- and trigonometry-based mathematical models to introduce the fundamental concepts that describe the physical world. Topics include units and measurement, vectors, linear kinematics and dynamics, energy, power, momentum, fluid mechanics, and heat. Upon completion, students should be able to demonstrate an understanding of the principles involved and display analytical problem-solving ability for the topics covered. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.*

PHY 152 College Physics II 3 2 4
Prerequisites: PHY 151
Corequisites: None

This course uses algebra- and trigonometry-based mathematical models to introduce the fundamental concepts that describe the physical world. Topics include electrostatic forces, electric fields, electric potentials, direct-current circuits, magnetostatic forces, magnetic fields, electromagnetic induction, alternating-current circuits, and light. Upon completion, students should be able to demonstrate an understanding of the principles involved and display analytical problem-solving ability for the topics covered. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.*

POLITICAL SCIENCE

POL 120

American Government

303

Prerequisites: None
Corequisites: None

This course is a study of the origins, development, structure, and functions of American national government. Topics include the constitutional framework, federalism, the three branches of government including the bureaucracy, civil rights and liberties, political participation and behavior, and policy formation. Upon completion, students should be able to demonstrate an understanding of the basic concepts and participatory processes of the American political system. This course includes an oral communication component. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.*

POL 210

Comparative Government

303

Prerequisites: None
Corequisites: None

This course provides a cross-national perspective on the government and politics of contemporary nations such as Great Britain, France, Germany, and Russia. Topics include each country’s historical uniqueness, key institutions, attitudes and ideologies, patterns of interaction, and current political problems. Upon completion, students should be able to identify and compare various nations’ governmental structures, processes, ideologies, and capacity to resolve major problems. This course includes an oral communication component. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.*

POL 220

International Relations

303

Prerequisites: None
Corequisites: None

This course provides a study of the effects of ideologies, trade, armaments, and alliances on relations among nation-states. Emphasis is placed on regional and global cooperation and conflict, economic development, trade, nongovernmental organizations, and international institutions such as the World Court and UN. Upon completion, students should be able to identify and discuss major international relationships, institutions, and problems. This course includes an oral communication component. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.*

PSYCHOLOGY

PSY 118

Interpersonal Psychology

303

Prerequisites: None
Corequisites: None

This course introduces the basic principles of psychology as they relate to personal and professional development. Emphasis is placed on personality traits, communication/leadership styles, effective problem solving, and cultural diversity as they apply to personal and work environments. Upon completion, students should be able to demonstrate an understanding of these principles of psychology as they apply to personal and professional development.

PSY 141 Psychology of Death and Dying**3 0 3**

Prerequisites: None

Corequisites: None

This course presents psychological perspectives on death and dying. Topics include the culturally diverse aspects of death and the grieving process, adjustment mechanisms, interventions, and the psychological and ethical dimensions of death and dying. Upon completion, students should be able to demonstrate an understanding of the psychosocial aspects of death and dying.

PSY 150 General Psychology**3 0 3**

Prerequisites: None

Corequisites: None

This course provides an overview of the scientific study of human behavior. Topics include history, methodology, biopsychology, sensation, perception, learning, motivation, cognition, abnormal behavior, personality theory, social psychology, and other relevant topics. Upon completion, students should be able to demonstrate a basic knowledge of the science of psychology. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.*

PSY 211 Psychology of Adjustment**3 0 3**

Prerequisites: PSY 150

Corequisites: None

This course introduces the study of the adjustment process focusing on contemporary challenges individuals must deal with in everyday life. Topics include theories of behavior, career choices, self-understanding, coping mechanisms, human relationships, intimacy, sociocultural factors influencing healthy personal adjustment, and other related topics. Upon completion, students should be able to demonstrate an awareness of the processes of adjustment. *This course has been approved to satisfy the Comprehensive Articulation Agreement elective course requirement.*

PSY 234 Organizational Psychology**3 0 3**

Prerequisites: PSY 150

Corequisites: None

This course introduces the field of industrial and organizational psychology. Topics include employee motivation, organizational structure, leadership, selection and training, conflict resolution, communication, job satisfaction, and other related influences on performance. Upon completion, students should be able to demonstrate a basic understanding of organizational dynamics and behaviors in the workplace.

PSY 237 Social Psychology**3 0 3**

Prerequisites: PSY 150 or SOC 210

Corequisites: None

This course introduces the study of individual behavior within social contexts. Topics include affiliation, attitude formation and change, conformity, altruism, aggression, attribution, interpersonal attraction, and group behavior. Upon completion, students should be able to demonstrate an understanding of the basic principles of social influences on behavior. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.*

PSY 239 Psychology of Personality 3 0 3

Prerequisites: PSY 150

Corequisites: None

This course covers major personality theories and personality research methods. Topics include psychoanalytic, behavioristic, social learning, cognitive, humanistic, and trait theories including supporting research. Upon completion, students should be able to compare and contrast traditional and contemporary approaches to the understanding of individual differences in human behavior. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.*

PSY 241 Developmental Psychology 3 0 3

Prerequisites: PSY 150

Corequisites: None

This course is a study of human growth and development. Emphasis is placed on major theories and perspectives as they relate to the physical, cognitive, and psychosocial aspects of development from conception to death. Upon completion, students should be able to demonstrate knowledge of development across the life span. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.*

PSY 243 Child Psychology 3 0 3

Prerequisites: PSY 150

Corequisites: None

This course provides an overview of physical, cognitive, and psychosocial development from conception through adolescence. Topics include theories and research, interaction of biological and environmental factors, language development, learning and cognitive processes, social relations, and moral development. Upon completion, students should be able to identify typical and atypical childhood behavior patterns as well as appropriate strategies for interacting with children. *This course has been approved to satisfy the Comprehensive Articulation Agreement elective course requirement.*

PSY 246 Adolescent Psychology 3 0 3

Prerequisites: PSY 150

Corequisites: None

This course provides an overview of the behavior patterns, life changes, and social issues that accompany the developmental stage of adolescence. Topics include developmental theories; physical, cognitive, and psychosocial growth; transitions to young adulthood; and sociocultural factors that influence adolescent roles in home, school, and community. Upon completion, students should be able to identify typical and atypical adolescent behavior patterns as well as appropriate strategies for interacting with adolescents. *This course has been approved to satisfy the Comprehensive Articulation Agreement elective course requirement.*

PSY 247 Psychology of Adulthood 3 0 3

Prerequisites: PSY 150

Corequisites: None

This course examines the major theories and patterns of adult development from young adulthood to late adulthood. Topics include physical, cognitive, and psychosocial changes with an emphasis on relationships, family patterns, work roles, community interactions, and the challenges of each stage of adulthood. Upon completion, students should be able to demonstrate a knowledge of adult development and an ability to apply this knowledge to their own lives. *This course has been approved to satisfy the Comprehensive Articulation Agreement elective course requirement.*

PSY 249 Psychology of Aging**3 0 3**

Prerequisites: PSY 150

Corequisites: None

This course covers the particular needs and behaviors of the maturing adult. Emphasis is placed on psychosocial processes; biological and intellectual aspects of aging; adjustments to retirement, dying, bereavement; and the stereotypes and misconceptions concerning the elderly. Upon completion, students should be able to show an understanding of the psychological factors related to the aging process. *This course has been approved to satisfy the Comprehensive Articulation Agreement elective course requirement.*

PSY 255 Introduction to Exceptionality**3 0 3**

Prerequisites: PSY 150

Corequisites: None

This course introduces the psychology of the exceptional person. Topics include theoretical perspectives, terminology, and interventions pertaining to various handicapping conditions as well as the resulting psychosocial adjustments. Upon completion, students should be able to demonstrate a basic understanding of the potentials and limitations of the exceptional person.

PSY 256 Exceptional Children**3 0 3**

Prerequisites: PSY 150

Corequisites: None

This course introduces major exceptionalities in children including mental, emotional, and physical variations; learning disabilities; and giftedness. Emphasis is placed on theoretical perspectives, identification methods, and intervention strategies. Upon completion, students should be able to demonstrate a general knowledge of the exceptionalities of children and recommended intervention techniques.

PSY 259 Human Sexuality**3 0 3**

Prerequisites: PSY 150

Corequisites: None

This course provides the biological, psychological, and sociocultural aspects of human sexuality and related research. Topics include reproductive biology, sexual and psychosexual development, sexual orientation, contraception, sexually transmitted diseases, sexual disorders, theories of sexuality, and related issues. Upon completion, students should be able to demonstrate an overall knowledge and understanding of human sexuality. *This course has been approved to satisfy the Comprehensive Articulation Agreement elective course requirement.*

PSY 263 Educational Psychology**3 0 3**

Prerequisites: PSY 150

Corequisites: None

This course examines the application of psychological theories and principles to the educational process and setting. Topics include learning and cognitive theories, achievement motivation, teaching and learning styles, teacher and learner roles, assessment, and developmental issues. Upon completion, students should be able to demonstrate an understanding of the application of psychological theory to educational practice. *This course has been approved to satisfy the Comprehensive Articulation Agreement elective course requirement.*

PSY 264	Counseling Techniques	2	2	3
Prerequisites:	PSY 150			
Corequisites:	None			

This course introduces basic counseling skills, models, and methods used in helping relationships. Emphasis is placed on listening, communication and interviewing skills, practical exercises and techniques, intervention strategies, and self-awareness in helping relationships. Upon completion, students should be able to demonstrate basic helping skills.

PSY 265	Behavioral Modification	3	0	3
Prerequisites:	PSY 150			
Corequisites:	None			

This course is an applied study of factors influencing human behavior and strategies for behavioral change. Emphasis is placed on cognitive-behavioral theory, behavioral assessment, practical applications of conditioning techniques, and maintenance of adaptive behavior patterns. Upon completion, students should be able to implement basic learning principles to effect behavioral changes in self and others.

PSY 275	Health Psychology	3	0	3
Prerequisites:	PSY 150			
Corequisites:	None			

This course covers the biopsychosocial dynamics of stress and the maintenance of good health. Topics include enhancing health and well-being, stress management, life style choices and attitudes, the mind-body relationship, nutrition, exercise, and fitness. Upon completion, students should be able to demonstrate an understanding of the psychological factors related to health and well-being. *This course has been approved to satisfy the Comprehensive Articulation Agreement elective course requirement.*

PSY 281	Abnormal Psychology	3	0	3
Prerequisites:	PSY 150			
Corequisites:	None			

This course provides an examination of the various psychological disorders, as well as theoretical, clinical, and experimental perspectives of the study of psychopathology. Emphasis is placed on terminology, classification, etiology, assessment, and treatment of the major disorders. Upon completion, students should be able to distinguish between normal and abnormal behavior patterns as well as demonstrate knowledge of etiology, symptoms, and therapeutic techniques. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.*

RESPIRATORY THERAPY

RCP 110	Introduction to Respiratory Care	3	3	4
Prerequisites:	Enrollment in the Respiratory Therapy program			
Corequisites:	None			

This course introduces the respiratory care profession. Topics include the role of the respiratory care practitioner, medical gas administration, basic patient assessment, infection control, and medical terminology. Upon completion, students should be able to demonstrate competence in concepts and procedures through written and laboratory evaluations.

RCP 111 Therapeutics/Diagnostics 4 3 5

Prerequisites: RCP 110

Corequisites: None

This course is a continuation of RCP 110. Emphasis is placed on entry-level therapeutic and diagnostic procedures used in respiratory care. Upon completion, students should be able to demonstrate competence in concepts and procedures through written and laboratory evaluations.

RCP 112 Patient Management 3 3 4

Prerequisites: RCP 111

Corequisites: None

This course provides entry-level skills in adult/pediatric mechanical ventilation and respiratory care procedures in traditional and alternative settings. Emphasis is placed on therapeutic modalities and physiological effects of cardiopulmonary rehabilitation, home care, mechanical ventilation, and monitoring. Upon completion, students should be able to demonstrate competence in concepts and procedures through written and laboratory evaluations.

RCP 113 RCP Pharmacology 2 0 2

Prerequisites: Enrollment in the Respiratory Therapy program

Corequisites: None

This course covers the drugs used in the treatment of cardiopulmonary diseases. Emphasis is placed on the uses, actions, indications, administration, and hazards of pharmacological agents. Upon completion, students should be able to demonstrate competence through written evaluations.

RCP 115 C-P Pathophysiology 2 0 2

Prerequisites: Enrollment in the Respiratory Therapy program

Corequisites: None

This course introduces the etiology, pathogenesis, and physiology of cardiopulmonary diseases and disorders. Emphasis is placed on clinical signs and symptoms along with diagnoses, complications, prognoses, and management. Upon completion, students should be able to demonstrate competence in these concepts through written evaluations. This course includes an oral communication component.

RCP 145 RCP Clinical Practice II 0 15 5

Prerequisites: RCP 110

Corequisites: RCP 111

This course provides entry-level clinical experience. Emphasis is placed on therapeutic and diagnostic patient care. Upon completion, students should be able to demonstrate clinical competence in required performance evaluations.

RCP 154 RCP Clinical Practice III 0 12 4

Prerequisites: RCP 111

Corequisites: None

This course provides entry-level clinical experience. Emphasis is placed on therapeutic and diagnostic patient care. Upon completion, students should be able to demonstrate clinical competence in required performance evaluations.

RCP 210 Critical Care Concepts 3 3 4

Prerequisites: Successful completion of three semesters of the Respiratory Therapy program

Corequisites: None

This course provides further refinement of acute patient care and underlying pathophysiology. Topics include a continuation in the study of mechanical ventilation, underlying pathophysiology, and introduction of critical care monitoring. Upon completion, students should be able to demonstrate

competence in concepts and procedures through written and laboratory evaluations. This course includes an oral communication component.

RCP 211 Advanced Monitoring/Procedures 3 3 4
Prerequisites: RCP 210
Corequisites: None

This course includes advanced information gathering and decision making for the respiratory care professional. Topics include advanced cardiac monitoring and special procedures. Upon completion, students should be able to evaluate, design, and recommend appropriate care plans through written and laboratory evaluations.

RCP 212 Home Care/Rehabilitation 2 0 2
Prerequisites: RCP 111
Corequisites: None

This course provides an in-depth study of cardiopulmonary rehabilitation and alternatives to hospital care. Emphasis is placed on the procedures and technologies applied to these areas. Upon completion, students should be able to design appropriate respiratory care plans for the home and extended care environments.

RCP 214 Neonatal/Pediatrics RC 1 3 2
Prerequisites: RCP 111
Corequisites: None

This course provides in-depth coverage of the concepts of neonatal and pediatric respiratory care. Emphasis is placed on neonatal and pediatric pathophysiology and on the special therapeutic needs of neonates and children. Upon completion, students should be able to demonstrate competence in these concepts through written and laboratory evaluations. This course includes an oral communication component.

RCP 235 RCP Clinical Practice IV 0 15 5
Prerequisites: RCP 111
Corequisites: RCP 210

This course provides advanced practitioner clinical experience. Emphasis is placed on therapeutic and diagnostic patient care. Upon completion, students should be able to demonstrate clinical competence in required performance evaluations.

RCP 246 RCP Clinical Practice V 0 18 6
Prerequisites: RCP 210
Corequisites: RCP 211

This course provides advanced practitioner clinical experience. Emphasis is placed on therapeutic and diagnostic patient care. Upon completion, students should be able to demonstrate clinical competence in required performance evaluations. This course includes an oral communication component.

RELIGION

REL 110 World Religions 3 0 3
Prerequisites: None
Corequisites: None

This course introduces the world's major religious traditions. Topics include Primal religions, Hinduism, Buddhism, Islam, Judaism, and Christianity. Upon completion, students should be able to identify the origins, history, beliefs, and practices of the religions studied. This course includes an

oral communication component. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

REL 112 Western Religions 3 0 3

Prerequisites: None

Corequisites: None

This course introduces the major western religious traditions. Topics include Zoroastrianism, Islam, Judaism, and Christianity. Upon completion, students should be able to identify the origins, history, beliefs, and practices of the religions studied. This course includes an oral communication component. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

REL 211 Introduction to Old Testament 3 0 3

Prerequisites: None

Corequisites: None

This course is a survey of the literature of the Hebrews with readings from the law, prophets, and other writings. Emphasis is placed on the use of literary, historical, archeological, and cultural analysis. Upon completion, students should be able to use the tools of critical analysis to read and understand Old Testament literature. This course includes an oral communication component. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

REL 212 Introduction to New Testament 3 0 3

Prerequisites: None

Corequisites: None

This course is a survey of the literature of first-century Christianity with readings from the gospels, Acts, and the Pauline and pastoral letters. Topics include the literary structure, audience, and religious perspective of the writings, as well as the historical and cultural context of the early Christian community. Upon completion, students should be able to use the tools of critical analysis to read and understand New Testament literature. This course includes an oral communication component. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

REL 221 Religion in America 3 0 3

Prerequisites: None

Corequisites: None

This course is an examination of religious beliefs and practice in the United States. Emphasis is placed on mainstream religious traditions and nontraditional religious movements from the Colonial period to the present. Upon completion, students should be able to recognize and appreciate the diversity of religious traditions in America. This course includes an oral communication component. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

SUBSTANCE ABUSE

SAB 110 Substance Abuse Overview 3 0 3

Prerequisites: None

Corequisites: None

This course provides an overview of the core concepts in substance abuse and dependence. Topics include the history of drug use/abuse, effects on societal members, treatment of addiction, and preventive

measures. Upon completion, students should be able to demonstrate knowledge of the etiology of drug abuse, addiction, prevention, and treatment.

SAB 137 Co-Dependency 3 0 3
Prerequisites: None
Corequisites: None

This course introduces the adult child concept and co-dependency as syndromes of the addictive process. Emphasis is placed on treatment and recovery within the context of a paradigm shift which allows the individual to choose a healthy model of life. Upon completion, students should be able to assess levels of co-dependency and associated levels of physical and mental health and develop strategies to enhance health.

SAB 210 Substance Abuse Counseling 2 2 3
Prerequisites: None
Corequisites: None

This course provides theory and skills acquisition by utilizing intervention strategies designed to obtain therapeutic information, support recovery, and prevent relapse. Topics include counseling individuals and dysfunctional families, screening instruments, counseling techniques and approaches, recovery and relapse, and special populations. Upon completion, students should be able to discuss issues critical to recovery, identify intervention models, and initiate a procedure culminating in cognitive/behavioral change.

SOCIOLOGY

SOC 210 Introduction to Sociology 3 0 3
Prerequisites: None
Corequisites: None

This course introduces the scientific study of human society, culture, and social interactions. Topics include socialization, research methods, diversity and inequality, cooperation and conflict, social change, social institutions, and organizations. Upon completion, students should be able to demonstrate knowledge of sociological concepts as they apply to the interplay among individuals, groups, and societies. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.*

SOC 213 Sociology of the Family 3 0 3
Prerequisites: None
Corequisites: None

This course covers the institution of the family and other intimate relationships. Emphasis is placed on mate selection, gender roles, sexuality, communication, power and conflict, parenthood, diverse life styles, divorce and remarriage, and economic issues. Upon completion, students should be able to analyze the family as a social institution and the social forces which influence its development and change. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.*

SOC 220 Social Problems 3 0 3
Prerequisites: None
Corequisites: None

This course provides an in-depth study of current social problems. Emphasis is placed on causes, consequences, and possible solutions to problems associated with families, schools, workplaces, communities, and the environment. Upon completion, students should be able to recognize, define, analyze, and propose solutions to these problems. *This course has been approved to satisfy the*

Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.

SOC 225

Social Diversity

303

Prerequisites: None
Corequisites: None

This course provides a comparison of diverse roles, interests, opportunities, contributions, and experiences in social life. Topics include race, ethnicity, gender, sexual orientation, class, and religion. Upon completion, students should be able to analyze how cultural and ethnic differences evolve and how they affect personality development, values, and tolerance. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.*

SOC 232

Social Context of Aging

303

Prerequisites: None
Corequisites: None

This course provides an overview of the social implications of the aging process. Emphasis is placed on the roles of older adults within families, work and economics, politics, religion, education, and health care. Upon completion, students should be able to identify and analyze changing perceptions, diverse life styles, and social and cultural realities of older adults. *This course has been approved to satisfy the Comprehensive Articulation Agreement elective course requirement.*

SOC 242

Sociology of Deviance

303

Prerequisites: None
Corequisites: None

This course provides an overview of deviant behavior and the processes involved in its definition, causation, prevention, control, and treatment. Topics include theories of causation, social control, delinquency, victimization, criminality, the criminal justice system, punishment, rehabilitation, and restitution. Upon completion, students should be able to identify and analyze issues surrounding the nature and development of social responses to deviance. *This course has been approved to satisfy the Comprehensive Articulation Agreement elective course requirement.*

SPANISH

SPA 111

Elementary Spanish I

303

Prerequisites: None
Corequisites: SPA 181

This course introduces the fundamental elements of the Spanish language within a cultural context. Emphasis is placed on the development of basic listening, speaking, reading, and writing skills. Upon completion, students should be able to comprehend and respond with grammatical accuracy to spoken and written Spanish and demonstrate cultural awareness. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

SPA 112

Elementary Spanish II

303

Prerequisites: SPA 111
Corequisites: SPA 182

This course is a continuation of SPA 111 focusing on the fundamental elements of the Spanish language within a cultural context. Emphasis is placed on the progressive development of listening, speaking, reading, and writing skills. Upon completion, students should be able to comprehend and respond with increasing proficiency to spoken and written Spanish and demonstrate further cultural awareness. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education*

SPA 181	Spanish Lab I	0	2	1
Prerequisites:	None			
Corequisites:	SPA 111			

This course provides an opportunity to enhance acquisition of the fundamental elements of the Spanish language. Emphasis is placed on the progressive development of basic listening, speaking, reading, and writing skills through the use of various supplementary learning media and materials. Upon completion, students should be able to comprehend and respond with grammatical accuracy to spoken and written Spanish and demonstrate cultural awareness. *This course has been approved to satisfy the Comprehensive Articulation Agreement elective course requirement.*

SPA 182	Spanish Lab II	0	2	1
Prerequisites:	SPA 181			
Corequisites:	SPA 112			

This course provides an opportunity to enhance acquisition of the fundamental elements of the Spanish language. Emphasis is placed on the progressive development of basic listening, speaking, reading, and writing skills through the use of various supplementary learning media and materials. Upon completion, students should be able to comprehend and respond with increasing proficiency to spoken and written Spanish and demonstrate cultural awareness. *This course has been approved to satisfy the Comprehensive Articulation Agreement elective course requirement.*

SPA 211	Intermediate Spanish I	3	0	3
Prerequisites:	SPA 112			
Corequisites:	None			

This course provides a review and expansion of the essential skills of the Spanish language. Emphasis is placed on the study of authentic and representative literary and cultural texts. Upon completion, students should be able to communicate effectively, accurately, and creatively about the past, present, and future. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

SPA 212	Intermediate Spanish II	3	0	3
Prerequisites:	SPA 211			
Corequisites:	None			

This course provides a continuation of SPA 211. Emphasis is placed on the continuing study of authentic and representative literary and cultural texts. Upon completion, students should be able to communicate spontaneously and accurately with increasing complexity and sophistication. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

WELDING

WLD 112	Basic Welding Processes	1	3	2
Prerequisites:	None			
Corequisites:	None			

This course introduces basic welding and cutting. Emphasis is placed on beads applied with gases, mild steel fillers, and electrodes and capillary action of solder. Upon completion, students should be able to set up welding and oxy-fuel equipment and perform welding, brazing, and soldering processes.

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President, Student Government Association

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Robin McCree	<i>Vice President of Instruction</i>
Charlotte Morris	<i>Dean of Institutional Development</i>
Russ Sharples	<i>Dean of Students</i>
Lonnie R. Swanner	<i>Dean of Corporate and Professional Education</i>

FACULTY

- Judy Adrian *Director, Clinical Education*
Instructor—Respiratory Therapy
A.A.S., Central Piedmont Community College; B.S., Medical University of South Carolina
- Janet Almond *Instructor—Associate Degree Nursing*
B.S.N., UNC—Charlotte
- Merlin Amirtharaj *Department Head—Computer Technology*
Instructor—Information Systems and Computer Programming
B.S., University of Kerala; M.B.A., Pfeiffer University
Certifications: MCP; MOUS
- Stephen C. Barker *Coordinator—Corporate and Professional*
Education Computer Training
B.S., Appalachian State University; M.S., North Carolina A & T State University
Certifications: AUTOCAD Levels I and II; A+; MCP
- Donald Bost *Instructor (Correctional Institute)—Computer Engineering Technology*
A.A.S., Stanly Community College
- Max Boylen *Program Head/Instructor—Criminal Justice Technology*
A.A.S., Davidson Community College; B.S., UNC—Charlotte; M.S., UNC—Charlotte;
Certification: North Carolina Justice Academy
- Amelia Carroll *Lead Instructor (Correctional Institute)—Basic Skills*
A.A., Wallace Community College; B.S. degrees, Troy State University
- Kelly Caudle *Program Head/Instructor—Information Systems/*
Network Administration and Support/Microsoft Coordinator
B.A., UNC—Charlotte; M.A., UNC—Charlotte
Certifications: MCSE; MCP+I; CCNA; CCDA; CCAI; CNA; Network+; A+
- Rita Chrane *Program Head/Instructor—*
Information Systems and Information Systems/Office Professional Track
A.B.A., South Plains Junior College; B.B.A., West Texas State University; M.B.A.,
West Texas State University
Certification: Microsoft Word Proficiency
- Dr. Tammy Pickler Crump *Program Head/Instructor—Respiratory Therapy*
Diploma, Stanly Community College; A.A.S., Central Piedmont Community College;
B.S., Appalachian State University; M.S., North Carolina A & T State University;
Ed.D., Cambridge State University
- Sharon Cupples *Coordinator/Instructor—Developmental English and Reading*
B.A., UNC—Charlotte; Developmental Education Specialist Certificate, Kellogg
Institute—ASU; M.A., Appalachian State University
- Jeff Drake *Instructor/Novell Coordinator/Special Projects Administrator*
B.S., Appalachian State University; M.A., Appalachian State University
Certifications: CNA; CCNA; CCAI; Network+

- Dr. Joan Eudy *Associate Dean—Allied Health/Director of Nursing*
Instructor—Associate Degree Nursing
 B.S.N, Plattsburgh State University; M.S.N., UNC—Charlotte; Ph.D., LaSalle University
 Certification: RNCS
- Athena Foreman *Instructor—Associate Degree Nursing*
 Diploma, Cabarrus School of Nursing; B.S.N., Wingate University; M.S.N., UNC—Charlotte
- Glynn Fowler *Instructor—Biology*
 B.S., University of South Carolina; B.S., Medical University of South Carolina; M.Ed., University of South Carolina
- Ruth Goodwin *Instructor—English*
 B.S., East Carolina University; M.Ed., East Carolina University
- Claudia Gresham-Shelton *Program Head/Instructor—Associate in Arts*
Instructor—English
 B.A., UNC—Chapel Hill; M.A., UNC—Charlotte
- Debbie Hahn *Coordinator—Science Department*
Instructor—Biology
 B.S., UNC—Charlotte; M.S., UNC—Charlotte
- Daniel Hazlett *Instructor—English*
 B.S., Concord College; M.A., Marshall University
- Antonia Hill *Sylvan Testing Administrator/Lab Technician*
Instructor—Information Systems
 A.A.S., Stanly Community College
 Certifications: Microsoft Word Proficiency; Microsoft Excel Proficiency
- Heather Hill *Instructor—Mathematics/Physics*
 B.S., Pfeiffer University; M.A., UNC—Charlotte
- Jim Hillier *Dean—Technical Education and Network Support*
Instructor—Information Systems
 B.S., Southern Illinois University
 Certifications: CNA; CNE; CNI; CCAI
- Gene Hinson *Instructor—Business*
 B.S., Pfeiffer University; M.A., Appalachian State University
- Mike Hogan *Instructor/Mentor—Cisco Networking Academy*
 A.A.S., Caldwell Community College
 Certifications: CCAI; CCNA; CNA; CBET
- Christie Honeycutt *Instructor—Early Childhood Associate*
 B.S., Wingate University; M.R.E., Southeastern Baptist Theological Seminary
 Certifications: DDST II, NCAST II, RTS Bereavement Counselor
- Patricia Horner *Instructor/Recruiter—Spanish*
 A.A., National Teachers' College, Mexico; B.A., California State University
 Certifications: Command Spanish; Judiciary Interpreter

- Jo Retta Hunter *Instructor—Associate Degree Nursing*
B.S.N., West Virginia University; M.S.N., Georgetown University
- Cindy Isner *Instructor—History*
B.A., UNC—Charlotte; M.A., UNC—Charlotte
- Nancy Joines *Coordinator/Instructor—Developmental Mathematics*
B.S., Appalachian State University; M.S., North Carolina A & T State University
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B.A., The Citadel; M.A., Webster University
- Charles Lunsford *Program Head/Instructor—Auto Body Repair*
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- Michael Lyda *Instructor—Internet Technologies*
B.S., Wingate University; M.F.A., Norwich University
Certifications: i-Net+; Master CIW Designer; MCP
- Marlowe Mager *Program Head—Life, Physical, and Social Sciences and*
Associate of Science/Instructor—Psychology
B.A., St. Andrews Presbyterian College; M.A., UNC—Charlotte
- Sue McIntyre *Associate Dean—Business, Professional Services,*
and General Education
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B.A., Pfeiffer University; M.B.A., Pfeiffer University
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Diploma, Cabarrus Memorial Hospital School of Nursing; B.S., Wingate
University; M.S. Ed., UNC—Charlotte
- Crystal Morgan *Director—Student Success Center*
Instructor—Mathematics
B.S., Pfeiffer University; M.A., UNC—Greensboro
- Elaine S. Nelson *Program Head/Instructor—English*
B.A., UNC—Charlotte; M.A., UNC—Charlotte
- John Page *Program Head/Instructor—Electronics Engineering Technology*
B.S., Fairleigh Dickinson University; M.S.E.E., Fairleigh Dickinson University
- Kathy Page *Program Head/Instructor—Mathematics*
B.A., UNC—Chapel Hill; M.A., UNC—Chapel Hill
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A.A.S., Copper Mountain College; B.S., Southern Illinois University
Certifications: A+; Network+
- Sara Potter *Program Head/Instructor—*
Early Childhood Associate/Early Childhood Associate—Teacher Associate
B.A., Meredith College
- Lynn Preslar *Instructor—Occupational Therapy Assistant*
A.A.S., Stanly Community College

- Raeford Quick *Instructor (Correctional Institute)—Computer Engineering Technology*
B.S., UNC—Charlotte
- Bill Rigsbee *Instructor—Technology*
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Certifications: MT (ASCP); CCNA; A+; Network+; MCP
- Gary Rivenbark *Instructor (Correctional Institute)—HVAC*
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B.S., University of New Hampshire
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B.A., Piedmont Bible College; M.Ed., UNC—Greensboro
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B.S.N., UNC—Charlotte; M.S.N., UNC—Charlotte
- Denise Stevens *Instructor—Information Systems*
A.A.S., Suny Cobleskill; B.S., Suny Albany; M.B.A., Western New England College
- Mary Lou Thomas *Program Head/Instructor—Cosmetology*
A.A.S., Sandhills Community College; B.S., UNC—Pembroke
- Jana Wellman Ulrich *Program Head/Instructor—Internet Technologies*
B.B.A., Western Michigan University; CPA, State of New York
Certifications: i-Net+; Master CIW Designer
- Dr. Marco Vargas *Instructor—Business*
A.S.T., Center for Degree Studies; B.A., B.S., M.B.A., Interamerican University; M.A., Liberty University; M.A., Ph.D., University of Puerto Rico; Ph.D., Consortium of Interamerican University and Baruch College
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W. K. Morgan	Recruiter
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Eric Thomas	Coordinator, Fire/EMS/Allied Health
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Pam Poplin	<i>Bookstore Technician</i>
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Jill Burleson	<i>Maintenance Staff—Housekeeping</i>
Doug Clayton	<i>Maintenance Staff—Housekeeping</i>
Wanda Frick	<i>Maintenance Staff—Groundskeeping</i>
Kaye Goodman	<i>Maintenance Staff—Housekeeping</i>
Tony Jordan	<i>Assistant Director, Physical Plant</i>
Tony Little	<i>Maintenance Staff—Housekeeping</i>
Mark Lowder	<i>Maintenance Staff—Housekeeping</i>
Jean Mesimer	<i>Maintenance Staff—Housekeeping</i>
Homer Tindall	<i>Maintenance Staff—Lead Person</i>
Bill Whitley	<i>Maintenance Staff—Groundskeeping</i>

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RESIDENCY INFORMATION

Do you claim to be a legal resident of North Carolina? _____ Yes _____ No

Have you ever lived outside of North Carolina: _____ Yes _____ No

If YES, when did you move to North Carolina? _____ / _____ / _____

Month Day Year

College Use:

If you previously lived outside of North Carolina, in what state did you reside and for what purpose?

State _____ Purpose (military, education, employment) _____

EMERGENCY INFORMATION

Give name, address, and telephone number of family physician: _____

In case of emergency, contact: _____

Name Relationship Telephone

In case of emergency, a physician and/or ambulance may be called at the student's expense to provide medical service.

I certify that all of the responses on this application are true to the best of my knowledge, and I am aware that any deliberate omission or falsification of information may result in denial of admission or dismissal.

Applicant's signature _____ Date _____

STANLY COMMUNITY COLLEGE

Application for Admission

NOTICE TO APPLICANT: The information you provide will be placed in our MASTER FILE. If any of this information changes, you must notify the Admissions Office immediately. Information on race is voluntary and, as with sex and age, is requested for reporting purposes only.

ADMISSIONS PROCEDURES

Applicants for admission to any degree, diploma, or certificate program must possess a high school diploma or its equivalent (GED). The following general admission requirements must be completed prior to enrollment:

- Admission Application**—Submit a completed application for admission form to the Admissions Office.
- Transcripts**—Complete a Transcript Request Form to be sent to your high school, GED center, and all colleges/universities you have attended. Official transcripts of all previous education are required. Special credit applicants (those enrolling in one or more courses but not seeking a degree, diploma, or certificate) are not required to submit transcripts.
- Placement Test**—Applicants for associate degree, diploma, and selected certificate programs are required to take a placement test. This test is an assessment instrument designed to place students into the appropriate courses as they begin studies.
- Additional Admission Requirements**—Allied health programs require additional admissions requirements. Consult the College catalog for further information about these additional admissions requirements.

You will be notified regarding the status of your application and your acceptance upon completion of the admissions procedures listed above.

We welcome you on this first step of the admissions process and extend our assistance to you. Please feel free to call (704) 952-0121, Extension 226, if you need help with admission.

PERSONAL DATA

Social Security Number _____ / _____ / _____ Name called by: _____

Name _____
Last First Middle Former Name

Address _____
Street, Route, P. O. Box City State Zip

County of residence _____
College Use: _____

Home telephone: () _____ Work telephone: () _____

E-mail address _____

Sex: _____ M _____ F _____ Are you a U.S. citizen? _____ Yes _____ No _____ If no, country of citizenship: _____

Resident Alien Card number: _____ Issue date: _____

Date of Birth: _____ / _____ / _____
Month Day Year

Race/ethnic group: 1-White _____ 2-African American _____ 3-American Indian _____ 4-Hispanic _____ 5-Asian _____ Other _____

EDUCATIONAL DATA

Last high school attended: _____
Name City/State

Circle highest grade completed: 6 7 8 9 10 11 12 Date last attended or graduated from public high school: _____

Check highest education level completed: _____
High School Diploma _____

GED _____

Adult High School Diploma _____

Month Year

One-year vocational diploma _____

Two-year associate degree _____

Bachelor's degree _____

Master's degree or higher _____

If GED or Adult High School completed, give location and date of completion: _____

If GED or Adult High School completed under a different name, give name: _____ Location _____ Date _____

College Use: _____

ADMISSIONS DATA

Program (major) applying for: _____
(If not applying for a program, enter "Special Credit.")

College Use:
Advisor:

Academic goal: Associate degree _____ Diploma _____ Certificate _____

Year and term to enter: Year _____ Fall _____ Spring _____ Summer _____

Do you plan to attend: _____ day _____ evening _____
full time (12 or more credit hours) _____ part time (fewer than 12 credit hours)

Your status at SCC: _____ New student _____ Transfer student _____ Returning student _____

If returning student, did you attend SCC prior to 1985? _____ Yes _____ No

Employment status while enrolled: _____ Full time _____ Part time _____ Unemployed

List all schools, colleges, and universities attended since high school:

College Use Only

Institution	City/State

PARENTS' EDUCATIONAL BACKGROUND

Did your mother receive a degree from a four-year college or university? _____ Yes _____ No

Did your father receive a degree from a four-year college or university? _____ Yes _____ No

ADMISSIONS DATA

Program (major) applying for: _____

(If not applying for a program, enter "Special Credit.")

College Use:	
Advisor:	

Academic goal:

Associate degree _____ Diploma _____ Certificate _____

Year and term to enter:

Year _____ Fall _____ Spring _____ Summer _____

Do you plan to attend:

_____ day _____ evening _____

_____ full time (12 or more credit hours)

_____ part time (fewer than 12 credit hours)

Your status at SCC:

_____ New student _____ Transfer student

_____ Returning student

If returning student, did you attend SCC prior to 1985? _____ Yes _____ No

Employment status while enrolled:

_____ Full time _____ Part time _____ Unemployed

List all schools, colleges, and universities attended since high school:

Institution	City/State	College Use Only

PARENTS' EDUCATIONAL BACKGROUND

Did your mother receive a degree from a four-year college or university? _____ Yes _____ No

_____ Yes _____ No

Did your father receive a degree from a four-year college or university? _____ Yes _____ No

_____ Yes _____ No

RESIDENCY INFORMATION

Do you claim to be a legal resident of North Carolina? _____ Yes _____ No

_____ Yes _____ No

Have you ever lived outside of North Carolina: _____ Yes _____ No

_____ Yes _____ No

If YES, when did you move to North Carolina?

Month _____ / Day _____ / Year _____

College Use:

If you previously lived outside of North Carolina, in what state did you reside and for what purpose?

State _____ Purpose (military, education, employment) _____

EMERGENCY INFORMATION

Give name, address, and telephone number of family physician: _____

In case of emergency, contact: _____

Name _____

Relationship _____

Telephone _____

In case of emergency, a physician and/or ambulance may be called at the student's expense to provide medical service.

I certify that all of the responses on this application are true to the best of my knowledge, and I am aware that any deliberate omission or falsification of information may result in denial of admission or dismissal.

Applicant's signature _____

Date _____

Stanly Community College
141 College Drive
Albemarle, NC 28001

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College

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